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ABSTRACT

This Systems and Procedures Exchange Center (SPEC) kit begins with a summary by Kriza A. Jennings of the results of a survey which focused on identifying the practices of the 119 member libraries of the Association of Research Libraries (ARL) in the areas of cultural diversity, recruitment, and affirmative action practices. It is noted that of the 45 libraries responding to the survey, more than half have written affirmative action policies for the library and/or the parent institution, while less than one-third have a plan with goals and timetables. Affirmative action policy and planning documents are provided by the following institutions: University of California, Riverside; Center for Research Libraries; Cornell University; University of Illinois, Urbana-Champaign; Iowa State University; Kent State University; Massachusetts Institute of Technology (MIT); National Agricultural Library; Purdue University, West Lafayette Campus; and the University of Toronto. In addition, documentation for affirmation action program goals from these institutions are included: University of California (Berkeley, Riverside, San Diego); Center for Research Libraries; Indiana University; Michigan State University; and Ohio State University. The Universities of Arizona, Georgetown, Iowa State, and Minnesota contributed recruitment documents. Job descriptions are presented by the University of Toronto and the University of California (Riverside, Berkeley). (Includes selected readings.) (MAB)

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# Affirmative Action Policies and Practices in ARL Libraries

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# Affirmative Action Policies and Practices in ARL Libraries

*by Kriza A. Jennings*
*Trainer, Association of Research Libraries*
*Office of Management Services*

## INTRODUCTION

The term "affirmative action" was first used in 1961, when legislation was adopted to reduce and/or eliminate discriminatory actions or practices which are based on an employee's race, creed, color, religion, gender or national origin. This legislation guaranteed the right to equal opportunity in employment. The issue of racial prejudice was addressed when the 1964 Civil Rights Act banned discrimination. In the 1960s and 1970s, additional legislative acts were adopted to protect the rights of the aged, the handicapped, gender groups, and Vietnam veterans, as well as requiring equal pay for equal work. In 1971 affirmative action was defined as a set of specific and result-oriented procedures. Institutions prepared written reports and plans, implemented training programs, and collected detailed statistics related to race and gender.

Controversy has surrounded the need for and implementation of affirmative action programs. One goal of the program was to bring equality in employment situations, but there was not a comprehensive adherence to the guidelines, and, in some instances, deliberate refusal to hire or promote the underrepresented groups. With the legal sanctions provided through affirmative action, individuals had a legal method to demand parity in employment situations.

Affirmative action quotas or targets guaranteed a certain number of slots for selected groups in employment and educational situations, raising concern that quotas were preventing other potential students from equal opportunity within higher education, as slots were being held specifically to meet the affirmative action quotas. Some believed that affirmative action created and reinforced the stereotype that successful individuals from these targeted groups have been unfairly aided and that they are less competent.

The 1980s saw a change in the political climate of the US toward affirmative action. The Supreme Court made several decisions which some believe challenge the legal justification for the innovative affirmative action plans which had been implemented. Strategies such as reserving slots for preference hiring are being challenged in courts as reverse discrimination.

Court rulings have limited the amount of time individuals have to file claims alleging patterns of bias. The Court is requiring a greater burden of proof by the employee to prove a clear relationship between specific policies and negative outcomes. Another ruling promotes the use of the civil rights law only for challenging biased hiring, and in some cases promotion, when in the past the law could be used to challenge a variety of employment decisions.

Although policies and laws have in the past provided guidelines to ensure equal opportunity, 1990 has demonstrated that there is a voluntary desire among some higher education institutions for a closer examination of affirmative action issues. Much of this desire is a result of the efforts being implemented to diversify the staff, faculty, and student body of colleges and universities, in response to a report by the U.S. Department of Labor predictions that certain minority population groups will continue to grow and provide the largest pool of workers for the labor force by the year 2000. It is projected that African Americans and Hispanics will be the majority groups in nearly one-third of the nation's fifty largest cities.

Changing demographics are an issue for higher education as academic institutions struggle to bring the underrepresented groups onto campuses in numbers comparable to their representation in the general population.

In the 1970s some higher education institutions were mandated to comply with affirmative action quotas or targets that required enrolling specific numbers of students from the underrepresented groups. Efforts to recruit students included financial assistance (scholarships and

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fellowships), student employment opportunities, and programs to provide support to these students. Funds were made available by government and foundations to support these recruitment efforts. It is with the influx of such programs that the library science profession saw a noticeable increase in the number of minority library science graduates. However, with federal cuts, these programs were reduced in the 1980s and, in many cases, eliminated. Although other forms of federal financial aid programs have been instituted (primarily loans rather than fellowships), since government financial support has declined, the number of minority students in library school is proportionally low and continues to decrease.

## SURVEY RESULTS

A survey conducted by the Association of Research Libraries' Office of Management Services in early 1990 focused on identifying the practices of the 119 ARL Libraries in the areas of cultural diversity, recruitment and affirmative action practices. Of the 45 libraries responding to the survey, more than half have written affirmative action policies for the library and/or the parent institution, while less than one-third have a plan with goals and timetables.

Efforts designed to promote parity are often times outlined in institutional policies and plans, and as a result encourage or mandate the research library to focus attention on the recruitment, hiring, development and retention of underrepresented racial groups. About one-third of the libraries have someone involved with the hiring and search process, who is responsible for affirmative action issues. Three-fourths of the libraries rely on a central institutional office for affirmative action compliance..

Of the 26 libraries with written affirmative action policies, 22 have shared the policy with all employees. This policy could be one written for the university or specifically for the library. Eighteen libraries responded that they have no written policy, while 30 libraries do not have written library affirmative action plans with goals and timetables for the institution and/or library.

Four libraries address the role of an affirmative action officer through a library committee. Sixteen libraries have someone present at all academic search committee meetings, serving in an affirmative action officer role, whereas 23 libraries do not have anyone assigned to this role.

**Representation of Minority Groups** A breakdown of statistics for professionals from underrepresented groups in the libraries responding follows:

- 5 libraries include Native Americans; the percentage present on each library staff was less than 3%.
- 33 libraries include Asian/Pacific Islanders; 29 libraries had less than 10% representation, 3 had 13-14% and 1 had 53%.
- 22 libraries include Hispanics; 12 libraries had less than 3%, 9 had 3-5%, and 1 had 6%.
- 33 libraries include African Americans; 2 had 25-26%, 4 had 10-16%, and 17 had less than 3%.
- 41 libraries hired new professional staff in '88/89, with 32 libraries adding underrepresented professional staff. There were 492 new hires; 86 (17.5%) were from underrepresented groups.

**Reasons for Underrepresentation** Several observations were offered as to why there are not more minority professional librarians in ARL libraries. The two responses most often related were the lack of knowledge about where to find qualified candidates and the lack of qualified candidates. Comments concluded that candidates are not being recruited to library schools, and therefore the national pool of qualified professional minority librarians is too small to meet the demand. Some commented on statistics which suggest that there are less professional minorities in academic libraries, as compared to public and school libraries. For others, challenges evolved around a variety of issues, including: unattractive geographical locations of libraries; low salaries; poor library reputation for commitment to minority hiring; lack of strong commitment to select qualified minority candidates; staff's unwillingness to accept and welcome minority professionals; high cost of living; staff's unwillingness to accept entry-level candidates; distance from an accredited library school; geographical restrictions of candidates; and the limitations of hiring from the government register.

## ISSUES AND TRENDS

The spirit of affirmative action will be prominent on most college campuses where there is a commitment to educate the new labor force of primarily females and minorities. Affirmative action goals are already moving from being a separate agenda to joining the agenda for diversity. Minority librarians will be an asset in assisting libraries in the provision and interpretation of effective services which meet the needs of minority populations.

Research libraries will be challenged to implement innovative activities if they are planning to successfully compete with other professions which will be recruiting minority students. Libraries will need to take serious and decisive action to address issues of underrepresentation, as well as to evaluate the effectiveness of recruitment strategies. Continuing development of action plans to ensure fair employment practices and receptive work environments research libraries is important.

There are predictions that affirmative action will take on a new look; it will no longer focus on specific targeted groups, but on the interface between many different groups. Higher education will be looking for alternative strategies to achieve parity, as college campuses face the challenges of multiracial and multicultural issues. Research libraries will be involved as they look beyond institutional administration for leadership in affirmative action and diversity matters, and become directly involved in promoting the importance of these issues and in emphasizing that these activities are welcomed, valued, and expected.

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A project of the OMS Collaborative Research Writing Program, Spec Kit #163, *Affirmative Action Policies and Practices in ARL Libraries*, was complied by Joyce C. Wright, Assistant Professor of Library Administration, and Barton M. Clark, Professor of Library Administration, University of Illinois at Urbana-Champaign, and edited by C. Brigid Welch, OMS Program Officer for Information Services.

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# AFFIRMATIVE ACTION POLICY AND PLANNING DOCUMENTS

## II. UNIVERSITY OF CALIFORNIA, RIVERSIDE, AFFIRMATIVE ACTION POLICIES AND OBJECTIVES (1988)

### A. Official University of California Policy

The University of California, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, religion, sex, handicap, or age in any of its policies, procedures, or practices; nor does the University, in compliance with Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, and Section 12940 of the State of California Government Code, discriminate against any employees or applicants for employment because they are disabled veterans or veterans of the Vietnam-era, or because of their medical condition (as defined in Section 12926 of the California Government Code), their ancestry, or their marital status; nor does the University discriminate on the basis of citizenship, within the limits imposed by law or University policy.

Although outside the scope of Executive Order 11246 and other federal legislation (and therefore outside the scope of this Plan), the University also does not discriminate on the basis of sexual orientation. The University's general non-discrimination policy covers admission, access, and treatment in University programs and activities, and application for and treatment in University employment. This Plan is concerned exclusively with application for and treatment in University employment.

In conformance with University policy and pursuant to Executive Orders 11246 and 11375, Section 503 of the Rehabilitation Act of 1973, and Section 402 of the Vietnam Era Veterans Readjustment Action of 1974, the University of California is an affirmative action/equal opportunity employer.

Inquiries regarding the University's equal opportunity and affirmative action policies and regarding Title IX (sex discrimination) may be directed to: Affirmative Action Officer, Affirmative Action Office, The Cottage, 787-5604.

### B. University of California, Riverside, Objectives

Riverside is committed to a policy of non-discrimination in personnel decisions and has initiated a number of procedures to implement that policy. In addition, UCR is committed to affirmative action to produce desired increases in the numbers of underrepresented minorities and women in the faculty and staff. Although outside the scope of Executive Order 11246 and other federal legislation (and therefore outside the scope of this Plan), the campus also has affirmative action plans and policies with respect to students.

Each academic year the Chancellor issues a letter to all members of the UCR community summarizing campus policy and objectives with respect to all affirmative action concerns, both those required by law and those

undertaken voluntarily by the campus. The text of the most recent letter, issued on October 13, 1986, is reproduced on the following page of this Plan.

The recruitment and selection of personnel is the heart of affirmative action. Thus, UCR's Plan, as described in the following pages, emphasizes recruitment, selection and appointment processes.

c. Temporary Faculty

Only underutilization is total minorities among visiting assistant professors in the College of Humanities and Social Sciences; goal is hire of one minority in three years.

d. Researchers

No underutilization.

e. Specialists

Only underutilization is one woman and one total minority among full specialists in the College of Natural and Agricultural Sciences; goal are to hire one woman in 6+ years and one minority in 6+ years.

f. Postdoctoral/Postgraduate Researchers

Underutilization is one Black; goal is to hire one Black in two years.

g. Librarians

There is underutilization of women among full librarians, associate librarians, and assistant librarians. Over the past five years five persons have been hired into career or potential career positions as associate librarians, and over the same time period seven persons have been promoted from assistant librarian to associate librarian. Over the past five years no persons have been hired into career or potential career positions as full librarians, and over the same time period four persons have been promoted from associate librarian to full librarian. Hence, as is the case for ladder rank faculty, promotion plays a large potential role in meeting affirmative action objectives. Long-term goals for eliminating underutilization at the full librarian and associate librarian levels are expressed as a combination of promotions and hires.

A person normally spends one year at each of the first two steps of the associate librarian rank and two years at each subsequent step. The average associate librarian is promoted to full librarian after two years of service at step V.

Goals for promotion of women from associate librarian to full librarian would normally be set by determining each year how many women will have been at associate librarian step V for two years and assuming they are promoted at the same rate as men who have been at associate librarian step V for two years. However, over the past five years no men who have been for two years or more at associate librarian step V or higher have been promoted to full librarian, which leads to the projection of no future promotions of women to full librarian by the standard projection formula. As a result the promotion rate for women over the past five years is used to project the future promotion rate for women from associate librarian to full librarian. No projected hires of women are added to this figure because no full librarians have been hired into career or potential career positions over the past five years. The figures must be adjusted for possible natural attrition of women from the full librarian rank, however.

The long-term goal for eliminating underutilization of women in the full librarian rank through a combination of hires and promotions is 5 women over a 6+ year period; this takes into account probable natural attrition of women from the job group over the time period.

A person normally spends one year at each step of the assistant librarian rank. The average assistant librarian is promoted to associate librarian after one year of service at step V.

Goals for promotion of women from assistant librarian to associate librarian are set by determining each year how many women will have been at assistant librarian step V for one year and assuming they are promoted at the same rate as men who have been at assistant librarian step V for one year. To this figure can be added the anticipated hires of women at the associate librarian level, given the availability of women for positions as associate librarians. These figures must also be adjusted for possible natural attrition of women from the associate librarian rank.

The long-term goal for eliminating underutilization of women in the associate librarian rank through a combination of hires and promotions is three women over the next two years; this takes into account probable natural attrition of women from the job group over the two-year period.

The long-term goal for eliminating underutilization of women in the assistant librarian rank is to hire one woman over the next year.

CENTER FOR RESEARCH LIBRARIES

## C. STATEMENT OF NON-DISCRIMINATION

The Center for Research Libraries is an equal opportunity employer: hiring, promotions and transfers, and other aspects of the employment relationships are conducted on the basis of skill, qualifications, and performance without regard for race, color, religion, sex, national origin, ancestry, age, marital status, unfavorable discharge from military service unrelated to ability to perform the job, sexual preference, mental or physical handicap. The Center will not discriminate on any other basis prohibited by applicable federal, state or local law.

The Center also takes affirmative action to ensure equal employment opportunities. A copy of the Center's Affirmative Action Program for its current fiscal year is kept on file in the office of the Personnel Officer and is available for inspection upon request.

TO: All Employees

FROM: Donald B. Simpson, President

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY

The continued success of the Center for Research Libraries depends heavily on the full and effective utilization of qualified and/or qualifiable people, regardless of race, color, religion, sex, sexual preference, age, or national origin, handicap or Veterans status. We have a continuing obligation to hire and develop the best people we can find -- basing our judgment on their job-related qualifications -- not only because it is legally required but also because it is morally right.

We will continue to direct our employment and personnel practices toward ensuring truly equal opportunity for everyone.

Therefore, we intend that all matters related to recruiting, hiring, training, compensation, benefits, promotions, transfers, layoffs, recall from layoffs, center-sponsored educational, social, and recreational programs, and all treatment on the job be free of discriminatory practices.

No employee shall be harassed in any manner because of the exercise of his or her rights under any law relating to Equal Employment Opportunity, or for participating in any related investigation.

An Internal Grievance Committee has been established to resolve any complaints from employees. This committee will investigate the grievance fully and submit to the President a written report of their findings and a recommendation for consideration. The president will consider the recommendation and then render a decision. Should this decision be unacceptable to the aggrieved employee, he/she may make a written appeal to the Board of Directors. The decision of the Board on the matter shall be final.

As opportunities for transfer, advancement, or promotion occur, including promotions into and within management, periodic reviews and analyses of personnel records will be made to ensure that all employees, including minority and women, continue to receive equal consideration and that only valid requirements are imposed for these opportunities.

All employees are encouraged to involve themselves, to the extent of their time and resources, in organizations and programs that are directed toward supporting those community activities that are designed and directed toward the well-being of all community members in general, and improving opportunities for minorities and females in particular.

The work performance of all Center for Research Libraries managers and supervisors shall be evaluated on the basis of their Affirmative Action efforts and results, as well as other criteria.

Linda Whittington, Personnel Officer, will have overall responsibility for the implementation of our Affirmative Action Program. With the cooperation and assistance of appropriate staff and operating personnel, the Personnel Officer will monitor our performance and report to me quarterly on the results. Linda Whittington's office is located at the Kenwood building and she may be reached on Extension 15.

CONFIDENTIALITY AND
NONDISCLOSURE STATEMENT

1. Portions of the materials contained in this Affirmative Action Plan (AAP), including documents submitted with the AAP or as part of the compliance review, are exempt from mandatory disclosure under the FOIA exemptions relating to trade secrets and confidential information (exemption (b)(4)) and may also be exempt under other FOIA exemptions.

2. We will furnish detailed information establishing this exemption as applicable, as and when it becomes necessary.

3. Since these materials are exempt from mandatory disclosure, release to the public is not required.

4. Collection, retention, or disclosure by U.S. Government entities of information relating to individuals or identifiable employees may also violate the Privacy Act of 1974.

5. If release of any of the information in this program is sought by anyone, the company representative to be contacted immediately is:

Linda Whittington

Telephone number (312) 955-4545

## Responsibility for Implementation

The Personnel Officer of the Center manages all center equal opportunity programs. This person is the designated EEO Coordinator, and is responsible for coordinating the Affirmative Action Plan with the President of The Center for Research Libraries. The President retains ultimate accountability for compliance. A partial organization chart is shown in this Section.

The Personnel Officer as EEO coordinator is assigned the responsibility and authority to implement and review the AAP. These duties include, but are not limited to:

(1) Implements the EEO policy statements, affirmative action programs and internal/external communication methods.

(2) Identifies EEO problem areas. Aids line management in arriving at workable solutions to EEO and personnel problems.

(3) Implements and maintains audit and reporting systems, which will measure the effectiveness of the center EEO program and determine if goals and objectives have been attained.

(4) Serves as liaison between the center and enforcement agencies, local minority and women's organizations and community action groups concerned with the employment opportunity of minorities and women.

(5) Advises the President and line management of the latest developments in the area of EEO.

(6) Conducts periodic reviews of existing formal and informal training programs with supervisors. Reviews hiring and promotional practices so that EEO goals may be realized. Provides training materials, related to EEO goals and attitudes, to managers and supervisors.

(7) Conducts meetings with supervisors, managers and individual employees to be certain the center's EEO policies are being followed.

(8) Informs supervisors they will be evaluated in their equal opportunity efforts and results along with other performance criteria.

(9) Ensures that minorities and women are given full opportunity for transfer and promotion. Every opportunity to fill a position through in-house transfer and promotion will be used. Only if a qualified employee is not available will the center recruit to fill a position.

(10) Instructs personnel regarding other areas of career opportunity with the center.

(11) Responsible for displaying EEOC/OFCC and government posters in areas to insure maximum exposure.

(12) Responsible for those facilities provided by the center to make sure they are comparable for both sexes or available on an equal basis to both sexes.

Other EEO responsibilities are delegated by the President to line managers and supervisors. These responsibilities include:

Assists in the identification of problem areas. Managers and supervisors are the first line of contact when an employee "problem" arises, be it EEO or otherwise. Counsel and guidance are given to the manager or supervisor by the Personnel Officer until the problem is resolved.

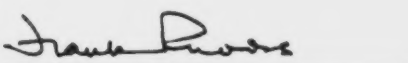
CORNELL UNIVERSITY

## POLICY ON AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY

Cornell University is firm in its commitment to Affirmative Action and Equal Employment Opportunity. The University"s priorities for the 1980's and beyond place affirmative action/equal employment opportunity as a key element in our plan for excellence. The associate provost is designated as responsible for affirmative action and equal employment opportunity at Cornell. The associate provost's responsibilities include ensuring that we:

- recruit, hire, train, and promote qualified persons in all job titles, without regard to race, color, sex, religion, national origin, disability, or veteran status;
- base decisions on employment so as to further the principle of equal employment opportunity;
- make promotion decisions in accordance with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities;
- administer all personnel actions without regard to race, color, sex, religion, or national origin, and without discrimination based on handicap or veteran status;
- protect employees and applicants from coercion, intimidation, interference or discrimination for filing a complaint or assisting in an investigation on affirmative action or equal employment opportunity;
- ensure that reporting and monitoring procedures are in place to assess and improve the effectiveness of affirmative action and equal employment opportunity programs.

Cornell needs the substantial presence on its faculty and staff of minorities, women, handicapped persons, and veterans. The university that lacks this presence is deprived of skills, perspectives, and insights which are essential to the diversity, balance, and comprehensiveness of a great institution of learning. Implementation of our policy on affirmative action and equal opportunity requires cooperation of the University community. It is only through cooperation of the entire community that we can continue to make progress toward our goals.



Frank H. T. Rhodes
President

July 1, 1984

300 Day Hall Ithaca, New York 14853 607-255-5201

## Presidential Codicil on Equal Opportunity

Cornell University remains committed to the preservation of a community established upon individual performance, freedom, responsibility and dignity. The preservation of this community requires mutual civility and respect among all its members.

In reaffirming this, I want also to make it clear that the University acknowledges the enactment of a local law prohibiting discrimination on the basis of sexual preference or affectional orientation within the City of Ithaca.

Accordingly, as in the past, the Ombudsman, the Office of Equal Opportunity and existing grievance committees will receive complaints of discrimination including any based upon sexual preference with respect to educational services rendered by the University or regarding University employment, and will counsel with the complainant with a view to appropriate remediation.

# AFFIRMATIVE ACTION GUIDELINES AND PROCEDURES FOR ACADEMIC APPOINTMENTS

These guidelines and procedures have been adopted by UIUC in furthering campus commitment to equal opportunity and affirmative action. They should be followed in making all academic appointments.

I. DESIGNATION OF RESPONSIBILITY

A. Office of the Assistant Chancellor and Director of Affirmative Action . . . . . 2
B. Office of the Assistant Vice Chancellor for Academic Affairs/Director of Academic Affirmative Action . . . . . 2
C. Administrative Officers of the University . . . . . 3

II. THE AFFIRMATIVE ACTION ROLES OF ACADEMIC STAFF

A. Unit Affirmative Action Officer . . . . . .3
B. Equal Employment Opportunity Committee . . . . . .3

III. AFFIRMATIVE ACTION DOCUMENTS - MONITORING AND DOCUMENTING SEARCH PROCEDURES

A. AAA Pre-Audit Form . . . . . .4
B. Equal Employment Opportunity Information Request Form . . . . . 4
C. Affirmative Action Summary for Proposed Academic Appointments . . . . . .5

IV. THE AFFIRMATIVE ACTION SEARCH: EMPLOYING UNITS

A. Pre-Audit Form . . . . . .5
B. Job Description . . . . . .5
C. Traditional and Non-Traditional Recruitment Sources . . . . . 6
D. Search/Selection Committee . . . . . .7

V. MAINTENANCE OF AFFIRMATIVE ACTION PRE-EMPLOYMENT FILES: EMPLOYING UNITS . . . . . 8

# AFFIRMATIVE ACTION GUIDELINES AND PROCEDURES FOR ACADEMIC APPOINTEES

In order to assure continued progress by the University of Illinois at Urbana-Champaign in setting and meeting of affirmative action goals and for employing greater number of minorities and women, the following revised guidelines have been developed for use in the filling of all academic faculty and staff positions, regardless of the source of funds. The only appointments that may be excused from search procedures are (1) faculty positions being filled on a visiting or short term basis, where the position is clearly defined and not linked to tenure, in the ranks of Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, or Associate whose position is not part of an advanced training program; (2) temporary (generally designated "visiting") academic professional-administrative positions for 50% or less time.

Attachment I is a Summary Checklist to facilitate your use of these procedures. When questions arise, please call the Academic Affirmative Action Office (AAAO) at 3-0885.

## I. DESIGNATION OF RESPONSIBILITY

While the Chancellor has ultimate responsibility for equal opportunity and affirmative action obligations at the University of Illinois, Urbana-Champaign, administrative responsibility for the campus academic affirmative action program is as follows:

A. The Office of the Assistant Chancellor and Director of Affirmative Action reports to the Chancellor and is responsible for the overall development, monitoring, and coordination of the affirmative action program at the University of Illinois, Urbana-Champaign. The Assistant Chancellor also serves as the campus' liaison to government agencies on affirmative action matters.

B. The Office of the Assistant Vice Chancellor for Academic Affairs and Director of Academic Affirmative Action reports to the Vice Chancellor for Academic Affairs and is responsible for implementing and monitoring the affirmative action program with respect to academic employment at the University of Illinois at Urbana-Champaign. The staff of the Academic Affirmative Action Office (AAAO) serves as consultant to campus Equal Employment Opportunity Committees and conducts periodic meetings to provide unit affirmative action officers with information on new regulations and procedures and on campus affirmative action progress. In addition, the AAAO advises and counsels academic staff on grievance/complaint procedures. Second Floor, Swanlund Administration Building, 3-0885.

C. Administrative Officers of the University--deans, directors, department heads, and all others exercising supervisory or administrative control over any employee--are responsible for performing their functions consistent with campus policies and procedures on equal opportunity and affirmative action.

II. THE AFFIRMATIVE ACTION ROLES OF ACADEMIC STAFF

A. Unit Affirmative Action Officer(s)

Each employing unit shall appoint a unit affirmative action officer who is not an executive officer in the department. In teaching units the officer must be a faculty member, in administrative units an academic staff person, and should be an advocate for affirmative action. In units that have a small number of academic positions, a dean or director may appoint an affirmative action officer to serve more than one unit in his/her area. The unit affirmative action officer is to be given the following charge by the head of the unit:

1) review and sign the Pre-Audit Form;
2) review annually the deparment's academic goals and timetables;
3) initiate departmental discussions in early fall to assess the number of staff openings likely to occur in the current academic year;
4) assist in the coordination of the search for members of designated classes to fill all vacancies in the unit;
5) attempt to identify both on campus and external consultants who may be able to assist in locating and identifying designated class members;
6) attempt to discover new and different sources of potential candidates apart from generally available listings and advertising.

B. Equal Employment Opportunity Committee at the College or Equivalent Administrative Unit Level

Each college dean or director or comparable official will appoint an Equal Employment Opportunity Committee for the college or equivalent administrative unit. The Equal Employment Opportunity Committee shall be advisory to the dean or director of the college or equivalent administrative unit. The responsibilities of this committee include:

1) monitoring of the search and selection procedures to ensure equal opportunity;
2) reviewing all goals and timetables--particularly of those units where the proportions of minorities and women in the unit fall substantially below the proportion of minorities and women in the field or category;

3) assisting units in the development of affirmative action recruitment plans;
4) reviewing the Affirmative Action Summary Form for Proposed Academic Appointees;
5) other duties that may be assigned to aid affirmative action objectives.

Members of the Equal Employment Opportunity Committee should include faculty and/or staff and the dean or a designee from the dean's (or equivalent director's) office. All appointees to the committee should be sensitive to the issues of affirmative action and should be able to maintain a fair and objective perspective while at the same time upholding the highest standards of quality and equity. An effort should be made to include members of designated classes.

Comments: In establishing Equal Employment Opportunity Committees, it is perfectly acceptable for college and equivalent administrative units to expand the charge of an existing consultative committee, executive committee, or appointment committee to meet the purpose of these guidelines. Variations on the establishment of an Equal Employment Opportunity Committee may be adopted if special circumstances warrant them.

III. AFFIRMATIVE ACTION DOCUMENTS--MONITORING AND DOCUMENTING SEARCH PROCEDURES

A. AAA Pre-Audit Form (Attachment II)

The Pre-Audit Form for each position notice must be completed by the unit and signed by the unit affirmative action officer. The recruiting unit sends the signed Pre-Audit Form and two copies of the position notice to the Academic Affirmative Action Office. After review and sign-off by that office, the signed copy is returned to the unit affirmative action officer and to the search committee chairperson to preserve as part of the official search file.

B. Equal Employment Opportunity Information Request form (Attachment III)

Federal Regulations require that data relating to race/ethnic groups, sex, handicap, and status as a veteran be maintained for all applicants. This information must be collected and maintained separately from the vita or application. The Equal Employment Opportunity Information Request form (Attachment III: Racial/Ethnic and Sex identify; Handicap and Veteran Status and NOTICE), which when completed by the applicant and returned to the AAAO, is the instrument used for collecting these data. The recruiting unit must be certain to send the data request form to each applicant. It is recommended that the recruiting unit complete the first three lines-NAME, DATE (receipt of application); POSITION APPLIED FOR; LOCATION OF POSITION--before sending the form to the applicant.

C. Affirmative Action Summary for Proposed Academic Appointments (Attachment IV)

This form, when completed, documents the results of the search and attests to its review for fairness. The general procedure for review of the Summary Form is as follows (all steps are prior to a job offer being made):

1) The employing unit should complete the form.

2) All employing units reporting to a college or equivalent administrative unit should then send the form to the chair of the Equal Employment Opportunity Committee. The Committee reviews the search and attests to the search and selection procedures having been in accordance with affirmative action guidelines. Following this review, the unit head and the dean or director of the college/administrative unit, or the vice chancellor sign this form, attesting to the offer being made in accordance with the affirmative action guidelines.

3) After all three signatures have been affixed, an offer may be made to the candidate.

IV. THE AFFIRMATIVE ACTION SEARCH: EMPLOYING UNITS

A. Pre-Audit Form

This form is completed, signed and submitted along with two copies of the position notice.

B. Position Notices for Academic Job Vacancies

A written position notice must be drawn up and a search conducted for all faculty positions (except those being filled on a visiting or short term basis of one year or less where the appointment term is clearly specified and not linked to tenure) in the ranks of Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, or Associate whose position is not part of an advanced training program. We encourage vacancy notices on research associate positions although they are not required.

A position notice is necessary for all academic professional administrative positions, temporary or permanent, for more than 50% time. Permanent academic professional-administrative positions of 50% or less time will also require a position notice and search. Temporary (generally designated "visiting") academic-professional administrative positions of 50% or less time will not require that a search be

conducted. If the position later becomes more than 50% time a search will be required.

Note: Position notices may not be required in other very special circumstances that will enhance affirmative action. When such special situations occur, please consult the Director of Academic Affirmative Action.

The position notice must include the following information:

1) a brief statement of duties
2) minimum objective qualifications (e.g., degrees and experience requirements); other desirable qualifications
3) rank and/or title (if "open", or negotiable, please state); salary range or minimum
4) temporary/permanent - full/part-time
5) proposed starting date
6) closing date for receipt of applications (or the statement "In order to ensure full consideration, application must be received by (date).")
7) name, address and telephone number of the person to contact
8) the following brief statement of campus policy: "The University of Illinois is an Affirmative Action/Equal Opportunity Employer"

C. Traditional And Nontraditional Recruitment Sources

Units should develop strong affirmative action plans in the recruitment of members of designated classes* by using both traditional and nontraditional recruitment sources. For example, recruitment channels might include the following:

1) advertisement in appropriate professional journals and job registries. (Scope of Search: National, Regional, Local, Internal-all regular faculty and most academic professional positions require a national search. Before conducting a less than national search for any position, consult the Academic Affirmative Action Office for approval. A written request must be submitted by the unit.)

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*The term "designated classes" in these guidelines shall refer to the following: (a) women, (b) minorities, (c) handicapped persons (as defined in Section 503 and 504 of the Rehabilitation Act of 1973), and (d) veterans (as defined by Section 402 of the Vietnam Era Veterans Readjustment Act of 1974).

2) designated class members teaching at other institutions or working in nonacademic agencies:
3) members of designated classes already at this institution and working in research or other capacities not presently on the academic ladder;
4) members of designated classes who are presently candidates for advanced degrees at this institution and elsewhere and who show promise of outstanding achievement;*
5) designated class members listed in relevant professional fields, registries, and data banks (some information sources are available from the Academic Affirmative Action Office by request).

D. Search/Selection Committee

All search and recruitment committees must be open to suggestions from other faculty and staff and ready to accept nominations from a wide range of sources. The name, sex, race/ethnic class and position title of the members of each search committee must be listed on the Pre-Audit Form. It is recommended that members of the designated classes be appointed to search committees.

It is the responsibility of the head of each employing unit to see that the chairperson of each committee is fully aware of the campus affirmative action plan and procedures to be followed in the recruitment of academic appointees. The chairperson should be provided a copy of these guidelines and procedures for academic appointments and should review them with the search committee at its first meeting.

The chairperson of the search committee, the head of the unit, or the unit affirmative action officer should see to it that the Director of the AAAO receives the Pre-Audit Form and two copies of the position notice at least one day prior to mailing. Receipt prior to mailing is important in the event that changes or additional information on the position notice are necessary for clarification. If a decision is made not to fill an advertised position, call the AAAO at 3-0885 immediately.

*Members of designated classes among the graduate students or employees of this campus (past or present) represent potential academic appointees to vacant positions. While some units maintain strong policies barring consideration of their own graduate students for vacant positions as a safeguard against academic inbreeding, and while these policies are nondiscriminatory on their face, the affirmative action goals and objectives of a unit might best be met by means of occasional but judicious exception to these policies. If a policy against academic inbreeding becomes a major disqualification of a member of the designated class, please contact the Director of Academic Affirmative Action at 3-0885.

Once a representative list of qualified candidates has been generated, and assuming efforts have been made to include members of designated classes, employing units and the unit affirmative action officer must develop evaluation procedures that guarantee equal employment opportunity and fair employment practices in all aspects of the selection process. These procedures must include the following elements:

1) an appraisal of each applicant. An applicant is one from whom the search committee has received a vita or one who, having been nominated on the basis of sufficient data, has consented to be considered;
2) the development of a rank order among seriously considered candidates ("finalists") based upon judgments of their comparative professional merit relative to the requirements specified in the job description, unless instructed to submit an unranked list;
3) reasons given why members of designated classes, if among the finalists, were not chosen. These reasons must be listed on the Affirmative Action Summary for Proposed Appointments.

Additionally, employing units must notify applicants as to the status of their candidacy within a reasonable time limit. It is not the intention of this section simply to impose another administrative requirement on the already difficult process of screening academic candidates. What is sought is simple defensible documentation showing that equitable search and selection procedures have been followed.

V. MAINTENANCE OF AFFIRMATIVE ACTION PRE-EMPLOYMENT FILES: HIRING UNITS

In compliance with federal civil rights recordkeeping regulations, UIUC will maintain for all positions the pre-employment records of all applicants for a period of two years from the effective date of employment. If a question or allegation is raised regarding the efficacy or fairness of a search, such records should be maintained until the issue has been resolved.

It is most important that, at a minimum, the following records be kept:

1) the membership of the search or recruitment committee;
2) the methods used to locate members of the designated classes for open positions;
3) the job description;
4) the number of applicants;
5) application forms, resumes and other documents and records used in evaluating an individual's qualifications for employment;
6) the reasons why members of designated classes, if among the finalists, were not chosen.

Attachments:

I. Employment Procedures & Guidelines/Summary Checklist/Academic Personnel

II. Pre-Audit Form

III. UIUC Equal Employment Opportunity Information Request form which includes the Official Notice to Handicapped Persons, Disabled Veterans and Veterans of the Vietnam Era

IV. UIUC Affirmative Action Summary For Proposed Academic Appointments

V. Guidelines for Pre-Employment Inquiries

ATTACHMENT I

Hiring Procedures & Guidelines for Academic Personnel

Summary Checklist

1. Prepare an advertisement for insertion in relevant publications. The advertisement must include:

    1) a brief statement of duties
    2) minimum objective qualifications (e.g., degrees and experience requirements); other desirable qualifications
    3) rank and or title (if "open", or negotiable, please state) salary range or minimum
    4) temporary/permanent - full/part-time
    5) proposed starting date
    6) closing date for receipt of applications (or the statement "In order to ensure full consideration, application must be received by (date).")
    7) name, address and telephone number of the person to contact
    8) the following brief statement of campus policy: "The University of Illinois is an Affirmative Action/Equal Opportunity Employer"

2. Submit the Pre-Audit Form and position notice to the unit affirmative action officer for checking purposes. The unit affirmative action officer or search committee chairperson will forward the Pre-Audit Form and two (2) copies of the position notice to the campus Director of Academic Affirmative Action at least one day prior to the time the position notice is to be sent to colleagues at other institutions, to journals, placement services, etc. Prior mailing to the campus Academic Affirmative Action Office is important in the event that possible changes or additional information on the position notice is necessary for clarification. After being reviewed and signed by a staff member of the Academic Affirmative Action Office, a copy of the Pre-Audit Form will be sent to the unit affirmative action officer and search committee chairperson.

3. Send each applicant the Equal Employment Opportunity Information Request form which includes the Official Notice to Handicapped Persons, Disabled Veterans and Veterans of the Vietnam Era once the vita is received. This form is usually sent to the applicant in the same mailing acknowledging. receipt of the vita. Include in the letter a statement encouraging the applicant to complete and return the form.

4. Complete the UIUC Affirmative Action Summary for Proposed Academic Appointments (A.A. Summary form). Attach a copy of the Pre-Audit Form and a copy of the original position notice to the AA Summary form and forward to the unit's EEO Committee Chairperson for review by the Committee.

5. Complete Recommendation for Appointment or Status Change form upon receipt of the approved Affirmative Action Summary form from the EEO Committee chairperson. Submit this form to the Director, Chairperson, or Department Head for signature.

6. When it is decided that the position will not be filled, notify the Academic Affirmative Action Office, 3-0885.

7. Notify all candidates that the position has been filled.

N.B.

1. Never send the EEO Information Request after a candidate has been notified that he/she is no longer being considered for the position.

2. Never use the Personal History & Professional Experience Form as an application form. It is strictly prohibited to inquire about applicant's sex, race, marital status or dependents before a selection has been made.

3. Never make an offer of appointment until the unit's EEO Committee has attested that the search and selection procedures have been in accordance with affirmative action guidelines.

## UIUC — AFFIRMATIVE ACTION SUMMARY FOR PROPOSED ACADEMIC APPOINTMENTS

(This form is to accompany all Appointment Papers)

_____ (Date)

Position Title/Rank_____ Unit/School/College_____

Name of Proposed Candidate_____ Sex_____ Race_____ Proposed Annual Salary_____

Proposed Date of Appointment_____ Percent Time of Appointment_____ New Appointment ( ) Promotion ( ) Transfer ( )

Position Notice and Pre-Audit Form sent to Academic Affirmative Action Office_____ (Date)

| List names of all finalists (interviewed, extensively reviewed) for position in order of priority, if applicable. Include any person who has withdrawn and explain. | **Race/Ethnic & Sex (x) (if known) | | | | | | | | | | Candidate Source (x) | | | | | | | | | | Dates Interviewed | Highest Degree | Specialty or Field |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BL | | API | | AIAN | | HH | | WH | | Professional Conference | Professional Journal | Special Publication | Internal Job Posting | Personal Contact (Includes Referral) | D.I.: Job Registry | Other Local-Campus | External Job Posting | Other | | | | |
| | M | F | M | F | M | F | M | F | M | F | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | |

1. Total number of applicants for the position?_____

2. For each woman, minority or other protected class member on the list of finalists who is not being recommended for the position, please indicate what particular aspects of the job requirements were not met as fully as by the proposed candidate._____

3. How does this appointment affect your department's representation (percent in relation to the total)

   of women in this job group ☐ Increases ☐ Decreases ☐ No Change ; of minorities in this job group ☐ Increases ☐ Decreases ☐ No Change

4. If there were any changes in the search procedures previously submitted on the Pre-Audit Form for this search, please specify. _____

The search and selection procedures have been in accordance with affirmative action guidelines.

The offer of appointment is being made in accordance with the affirmative action guidelines.

_____ (Chairperson of College/Administrative Unit EEO Committee)

_____ (Unit Head)

_____ (Dean/Director)

* IF APPLICABLE, ATTACH ALL PREVIOUS SUMMARY FORMS RESULTING FROM THIS SEARCH

** BL-Black, API-Asian or Pacific Islander, AIAN-American Indian or Alaskan Native, HH-Hispanic, WH-White

AAAO Revised 5/85

FOR AAAO USE ONLY

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## NOTICE TO HANDICAPPED PERSONS, DISABLED VETERANS AND VETERANS OF THE VIETNAM ERA

The University of Illinois is a government contractor subject to Section 503 of the Rehabilitation Act of 1973 and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 which require government contractors to take affirmative action to employ and advance in employment qualified handicapped individuals, special disabled veterans, and veterans of the Vietnam era. If you are a handicapped person, a special disabled veteran, or a veteran of the Vietnam era and would like to be considered under the affirmative action program, please check the appropriate line on the reverse side of this form. In addition, if you have a handicap or disability which might affect your performance or create a hazard to yourself or others in connection with the job for which you are applying, please state below or in an attached letter the following: (1) The skills and procedures you use or intend to use to perform the job notwithstanding your handicap or disability; (2) the accommodations we could make which would enable you to perform the job properly and safely, including special equipment, changes in the physical layout of the job, elimination of certain duties relating to the job. Information obtained concerning your medical condition or history shall be kept confidential, except that (i) supervisors and managers may be informed regarding restrictions on the work or duties of handicapped individuals, or special disabled veterans, and regarding necessary accommodations; and (ii) first aid and safety personnel may be informed where appropriate, if the condition might require emergency treatment. Failure to provide this information at this time does not preclude your doing so in the future.

University of Illinois at Urbana-Champaign
Swanlund Administration Building
601 E. John Street
Champaign, Illinois 61820

Attachment III

# UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
# EQUAL EMPLOYMENT OPPORTUNITY INFORMATION REQUEST

The University of Illinois at Urbana-Champaign is required by Federal law to request and maintain data on the racial/ethnic and sex identity and handicap and veteran status of all applicants for employment. These data provide the University of Illinois and the Federal government with information necessary to monitor the University's compliance with Equal Employment Opportunity requirements.

Please complete this form and return it directly to the Academic Affirmative Action Office in the accompanying addressed envelope. Submission of the information requested is voluntary and failure to provide it will not subject you to any adverse treatment.

NAME:_____ DATE:_____
(Application Received)

POSITION APPLIED FOR:_____
Rank/Title

LOCATION OF POSITION:_____
College/School/Department

• • •

How did you learn of this position opening?_____
Professional Conference/Professional Journal/Special Publication/Internal Job Posting/Personal Contact (Includes referral)/D.I. Job Registry, Acad. Aff. Act. Office/Other local-campus/External Job Posting/Other

RACIAL/ETHNIC DATA: Check the one with which you identify.

____ *American Indian or Alaskan Native.* Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

____ *White,* not of Hispanic origin. Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

____ *Black,* not of Hispanic origin. Persons having origins in any of the black racial groups of Africa.

____ *Asian or Pacific Islanders.* Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

____ *Hispanic.* Persons of Mexican, Puerto Rican, Cuban, Central and South American or Spanish culture or origin, regardless of race.

SEX: FEMALE____ MALE____

HANDICAP AND VETERAN STATUS: See NOTICE on reverse side.

____ *Handicap.* "Handicapped person" means any individual who has a physical or mental impairment which substantially limits one or more major life activities, has a record of, or is regarded as having such an impairment.

____ *Special Disabled Veteran.* Any veteran who (a) is entitled to compensation by the Veteran's Administration for a disability rated at 30 percent or more, or (b) was discharged or released from active duty by reason of service connected disability.

____ *Vietnam Era Veteran.* Any veteran of the armed services who (a) served on active duty for at least 181 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged or released therefrom with other than a dishonorable discharge, or (b) was released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964 and May 7, 1975.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Academic Affirmative Action
PRE-AUDIT FORM

This form is to be completed and submitted along with the position notice to the Academic Affirmative Action Office. The position notice must be approved prior to formal public announcement of an academic position requiring a written position notice.

Appointing Unit _____ Position Title _____

I. Attach two copies of the proposed position notice.*

II. Please complete the following.

A. Composition of Search Committee

| Name | Sex | Race/Ethnic Class** | Position Title |
|---|---|---|---|
| _____, Chair | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

If no search committee is to be used, who will be responsible for conducting the Search?

_____

B. General Recruitment Sources (identify professional associations, publications, educational institutions that will receive position announcement).

National : _____

_____

Regional: _____

Local (exclusive of The Daily Illini, IlliniWeek, Job Registry): _____

_____

C. Special Recruitment Sources (identify any special efforts to recruit women and minority candidates including mailings, special advertisements, telephone visitations, etc.): If none is to be used, please explain. _____

_____

_____

_____

III. Scope of Search: ( ) National ( ) Regional ( ) Local ( ) Internal

All regular faculty and most academic professional positions require a national search. Before conducting a less than national search for any position, consult the Academic Affirmative Action Office for approval.

_____ _____
Pre-Audit by Unit Affirmative Action Officer (Date)

_____ _____
Reviewed by Academic Affirmative Action Office (Date)

*Note: The position notice must include the following information:

1. a brief statement of duties
2. minimum objective qualifications (i.e., degrees and experience requirements); other desirable qualifications
3. rank and/or title (if "open", or negotiable, please state); salary range or minimum
4. temporary/permanent - full/part-time
5. proposed starting date
6. closing date for receipt of applications (or the statement "In order to ensure full consideration, application must be received by (date).")
7. name, address and telephone number of the person to contact
8. the following brief statement of campus policy: "The University of Illinois is an Affirmative Action/Equal Opportunity Employer"

**BL-Black; API-Asian or Pacific Islander; AIAN-American Indian or Alaskan Native; HH-Hispanic; WH-White.



BEST COPY AVAILABLE

## Guidelines for Pre-Employment Inquiries

There are numerous laws and executive orders requiring equal opportunity and affirmative action. Under these laws employers are required to conduct the applicant screening process in a nondiscriminatory manner. As a result, restrictions have been placed on the kinds of inquiries which may be made of an applicant.

These guidelines for pre-employment inquiries have been prepared by the Affirmative Action Offices of the University of Illinois at Urbana-Champaign (UIUC). The following topics delineate areas in which questions are frequently asked during the pre-employment interviews. Inquiries which are prohibited by law are noted in the first category and inquiries which are permitted with certain restrictions are listed in the second category.

I. Pre-employment inquiries concerning the following are generally prohibited by law (exceptions are noted).

| | |
|---|---|
| A. AGE | Inquiries about age are prohibited except where age can be proven to be job-related. |
| B. ARREST RECORD | Unlike convictions, inquiries concerning arrests are not permissible. Also see PERSONAL INFORMATION (II.C.3). |
| C. CITIZENSHIP | Proof of citizenship, birth certificate or naturalization papers may not be required. Also see AVAILABILITY (II.B.6). |
| D. DEGREES | Inquiries about high school diplomas, college or other degrees are not permitted unless they are job requirements and proof of applicability can be established. |
| E. FINANCIAL STATUS | Inquiries concerning an applicants financial status, such as home or car ownership, credit ratings, arrangements for financing education or training, social security, bank accounts, and past garnishment of wages are not permissible. |
| F. HANDICAPS | General inquiries as to an applicants mental and physical condition and questions such as, "Are you handicapped?" or "Do you have any physical disabilities?" are not permissible. However, a question like "Do you have any condition which may limit your ability to perform the job for which you applied?" is permissible. Also see ABILITY (II.A.2.a.). |

| | |
|---|---|
| G. HEIGHT AND WEIGHT | Inquiries as to height and weight may not be asked unless they are job related and such standards are proven to be essential to the safe performance of the job in question. Also see ABILITY (II.A.2.b). |
| H. MARITAL AND FAMILY STATUS | Inquiries concerning marital status, number and age of children, child-care arrangements, or pregnancy are not permitted. Also see AVAILABILITY (II.B.4.). |
| I. MILITARY | Proof of honorable discharge may not be required nor any inquiries as to type of discharge from the U.S. armed forces. Inquiries concerning experience in armed forces other than the U.S. armed forces are not permitted.* Also see ABILITY (II.A.1). |
| J. NATIONAL ORIGIN/ BIRTHPLACE | Inquiries concerning ancestry, place of birth, or native language are not permitted. |
| K. PHOTOGRAPH | May be required only after hiring. |
| L. PREGNANCY | Inquiries concerning pregnancy and refusal to hire an applicant because of pregnancy are not permitted. See AVAILABILITY (II.B.3). |
| M. RACE/COLOR | Inquiries as to an applicant's race or color of applicant's skin, eyes, hair, etc., or other questions directly or indirectly indicating race or color are prohibited.** |
| N. RELIGION/CREED | Inquiries as to an applicants religious denomination or affiliation, church, parish, pastor, or religious holidays observed are not permissible. Also see AVAILABILITY (II.B.5). |
| O. SEX | Inquiry or restriction of employment is prohibited except in special situations where sex is a bona fide occupational qualification (BFOQ), e.g., actress, model.** |
| P. SOCIAL COMMITMENTS | Inquiries about membership in social clubs, religious groups, non-professional organizations, or other non job-related activities are not permitted. It is permissible, however, to ask if an applicant is a member of a job-related organization. |

II. Pre-employment inquiries with restrictions are PERMITTED within the following areas.

A. ABILITY. It is permissible to ask:

1. if the applicant has acquired the necessary skills, training, experience, and education for the job; this may include his/her ability to speak English or a required foreign language, or his/her training or experience in the U.S. armed forces;

2. if the applicant has any physical or mental characteristics which may limit or interfere with his/her performance of the job.

a) Handicaps - It is permissible to inquire about an applicant's physical or mental handicaps only with respect to his/her job performance, e.g., "Do you have any handicap?" is NOT PERMISSIBLE, whereas, "Do you have any specific handicap which would prevent you from performing the job or which would require special accommodations?" is PERMISSIBLE. Except in cases where undue hardship can be proven, employers must make "reasonable accommodations" for the physical and mental limitations of a "qualified" handicapped employee or applicant; (i.e.), one who with reasonable accommodation can perform the essential duties of the particular job. "Reasonable accommodation" may include alteration of duties, alteration of work schedule, alteration of physical setting, and provision of aids. An employer must be prepared to prove that physical and mental requirements for a job are consistent with business necessity and safe performance of the job.

b) Height and Weight - It is permissible to ask height and weight if it can be proven that they are BFOQ's (bona fide occupational qualifications).

B. AVAILABILITY. It is permissible to ask:

1. if an applicant is available for weekend or evening work only if this is required uniformly of occupants of the job;

2. if an applicant has responsibilities, commitments, or other activities which would prevent him/her from being on time or from keeping required work schedules and attendance records;

3. how long an applicant expects to work; if he/she would require any lengthy absences in the near future.

4. Sex Discrimination - The above three questions concerning availability often have been used to discriminate against women with family responsibilities, hence, if these questions need to be asked, they must be asked of all applicants, males and females.

5. Religious Discrimination - Even if an applicant's religious observance prevents him/her from working certain hours, this fact cannot be used to bar him/her from employment. Except in cases where undue hardship can be proven, employers must make "reasonable accommodation" for religious practices of an employee or prospective employee. "Reasonable accommodation" may include voluntary substitutes, flexible scheduling, lateral transfer, change of job assignments, or allowing an alternative to payment of union dues.

6. if the applicant is lawfully prevented fromworking in the U.S.

C. PERSONAL INFORMATION

1. Address - An applicant's current address may be requested but only for purpose of further contact.

2. Change of Name - It is permissible to ask if the applicant has previously worked for your organization under a different name.

3. Convictions - Inquiries about convictions which relate reasonably to fitness to perform a particular job are permissible.

4. References - Personal or professional references may be required. However, it may not be advisable to require a reference from an applicant's present employer. NOTE: Pre-employment inquiries cited as impermissible should be avoided in checking an applicant's references or previous employers.

5. Relatives - It is permissible to ask if the applicant has relatives who work for your organization or a competitive organization. The question "person to be notified in case of emergency" is preferable to "nearest relatives to be notified".

*Applicants may be invited to identify themselves as handicapped, a disabled veteran, or a veteran of the Vietnam-era pursuant to an employer's affirmative action program for these groups. For positions at UIUC, this invitation is in the form of a notice which accompanies the Equal Employment Opportunity Information Request form.

**Applicant race/ethnic and sex information may be requested for affirmative action purposes. All applicants for position at UIUC are asked to identify themselves anonymously by race/ethnic group and sex on the Equal Employment Opportunity Information Request form.

Date Issued: August 14, 1989
Issued by: Personnel Services Office
Approved by: Vice Chancellor for Administrative Affairs



# AFFIRMATIVE ACTION PROGRAM
# FUNDING PROCEDURES FOR LEARNER AND TRAINEE POSITIONS

**The turnover savings from hiring a learner or a trainee can be transferred to the wage account or into the unit's Nonacademic Unassigned Account (Pool).**

In order to encourage greater utilization of training opportunities, special funding procedures are authorized for Learner or Trainee positions. Since an individual in a training appointment will not function, for a period of time, as effectively as a fully qualified employee, these procedures were established to enable the employing department to hire occasional temporary help and thereby ease the burden on the department.

Under these procedures, the turnover savings (the difference in amount between the Learner's or Trainee's starting salary and the previous amount contained in the budget line item) can be transferred into the department's permanent wage account or into the unit's Nonacademic Unassigned Account (Pool). The unit will have that amount available on a permanent basis. The employee's increases during and at completion of training will be recovered from the wage account. Funds for future increases, that is for promotions after the Learner or Trainee has become a status employee, must also be obtained from the department's wage account or from the unit's Pool account. Any occasional temporary help that is hired shall be paid from the department's wage account.

The transfer of funds to and from the wage account and the unit Pool account is made automatically through the processing of the Change of Status Form and the Salary Request Transmittal Sheet to the Administration and Records Section of Personnel Services.

As another encouragement to utilize training appointments, the classification procedures for downgrading clerical positions are applicable in hiring a Learner. For further clarification of the procedures for downgrading clerical positions, refer to Section IX/D-15 of this manual.

Replaces IX/D - 16 issued September 1, 1988

PLEASE DISCARD PREVIOUS RELEASE

## GLOSSARY OF AFFIRMATIVE ACTION/EQUAL OPPORTUNITY TERMS

Affected Class--In Section 60-2.1 of Revised Order No. 4, people ". . . who, by virtue of past discrimination, continue to suffer the present effects of that discrimination. . ." Under Revised Order No. 4, unspecified relief must be incorporated in an affirmative action plan for members of an affected class, or they must be made the subjects of a separate written "corrective action" program.

Affirmative Action--In employment law, specific actions in recruitment, hiring, upgrading and other areas which are designed and taken for the purpose of eliminating the present effects of past discrimination. One such effect is often underrepresentation of minorities or women. In that case, the estimated effectiveness of proposed affirmative action is generally projected in "goals and timetables."

Affirmative Action Plan--The written plan by which a government contractor or an employer who has been found unlawfully to have discriminated must set forth the specific affirmative actions by which it will eliminate and remedy past discrimination against or underutilization of minorities and women. The affirmative action plans of government contractors must contain "goals and timetables."

Applicant Flow Data--A statistical compilation of employment applicants showing the specific numbers of each racial, ethnic, and sex group who applied for each job title (or group of job titles requiring similar qualifications) during a specified time pericd.

Availability--Generally, the reference is to the provision in Revised Order No. 4 requiring covered employers to conduct an analysis to determine whether or not minorities or women are "underutilized" in various job categories. "Underutilization" in turn is defined as having fewer minorities or women in a job category than would be expected by their "availability." Although that term is sometimes misconstrued to mean representation in the population at large, it should be interpreted to mean availability of minorities and women in the relevant labor market who are qualified under valid, job-related criteria.

Affirmative Recruitment--Special recruitment efforts undertaken to assure that qualified minorities and women are well represented in the applicant pools for positions in which they have been excluded or substantially underutilized. Such efforts may include contacting organizations and media with known constituencies of minorities or women, and similar actions. Open job-posting and advertising and "equal opportunity employer" statements may be necessary in many situations simply as a matter of nondiscrimination, rather than as measures of affirmative recruitment.

Bona Fide Occupational Qualification--(BFOQ) A defense, provided for in Section 703(e) of Title VII which an employer can raise to justify an employment practice which would otherwise be unlawful because of its discriminatory impact based on one's sex, religion, or national origin. Examples are the requirement that an actress playing the part of a woman be a woman or that a minister of a particular religion be a member of that particular religion. The concept of BFOQ is interpreted very narrowly by both the EEOC and the federal courts. Age may be a BFOQ under the Age

Discrimination in Employment Act of 1967. Race is never a BFOQ.

Business Necessity--A major judicial defense for an employment practice which operates to exclude the individuals on the basis of race, color, religion, sex, national origin, age, handicap, or veteran status. A fairly detailed definition of the term is found in a leading court case:

". . . the applicable test is not merely whether there exists a business purpose for adhering to a challenged practice. The test is whether there exists an overriding legitimate business purpose such that the practice is necessary to the safe and efficient operation of the business. Thus, the business purpose must be sufficiently compelling to override any racial impact; the challenged practices must effectively carry out the business purpose it is alleged to serve; and there must be available no acceptable alternative policies or practices which would better accomplish the business purpose advanced, or accomplish it equally well with lesser differential racial impact." Robinson v. Lorrilard Corp., 44F. 2d791 (4th Cir. 1971)

Disabled veteran--A person entitled to compensation under laws administered by the Veterans Administration for disability, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

Discrimination--In equal employment opportunity law, an act or acts the effects of which are adverse to the employment opportunities of one or more individuals because of his, her, or their race, color, religion, sex or national origin, or other factors which under particular laws may not be considered as a basis for employment actions. Unlawful discrimination generally may be either intentional or not.

Discrimination, Systemic--The use of tests, job qualification, and other employment practices which have the unintended effect of excluding minorities, women or other protected classes, or limiting their employment opportunities, which are not manifestly related to job performance, and which can be replaced by practices which do not have such adverse effect, without unreasonable burden on the employer.

Disparate Effect--The tendency for a test, job qualification or other employment practice to screen out or otherwise limit the employment opportunities of minorities, women or other protected classes at a greater rate than others. Also called "adverse effect" or "adverse impact."

Disparate Treatment--Employment practices, such as the use of tests or educational requirements, which are fair and neutral on their face, but which are applied or administered in an unfair manner. Allowing whites or males to be hired with less than an official passing test score or required degree, but not making similar waivers for minorities or women, for example, would constitute unlawful disparate treatment, whether or not done with an intention to discriminate. Even if administered fairly, without disparate treatment, the same practices could have unlawfully disparate effect.

EEO-6 Report--The Equal Employment Opportunity Higher Education Staff Information Report, a biennial report filed with the Higher Education Reporting Committee (composed of OFCCP, HEW/OCR and EEOC) by colleges and universities. It details by occupational category, the race, ethnic, and sex composition of their staffs.

Equal Employment Opportunity--A system of employment practices within an employing organization or generally under which individuals are not excluded from any participation, advancement, or benefits because of their race, color, religion, sex, national origin, or other factor which cannot lawfully be the basis for employment actions. An employment system in which neither intentional or unintentional discrimination operates. The purpose of affirmative action is to achieve equal employment opportunity.

Executive Order--A regulation by the President of the United States or the chief executive of state which has the effect of law in the governmental matters with which it deals. Federal executive orders are generally regarded as deriving their force of law from implied powers of the presidency, such as the power to determine the rules by which private contractors may do business with the federal government. In matters dealing with equal employment opportunity in government contracts, the President also may have obligations under the Fourteenth Amendment through the Fifth Amendment.

Goals and Timetables--Numerical projections an employer makes of the representation minorities and women are likely to achieve in positions in which they have been underutilized, if the employer applies good faith effort to assure that all aspects of the employer's affirmative action plan are made to work. Goals and timetables are not quotas.

Good Faith Effort--An employer's broad and active efforts to assure that all aspects of its affirmative action plan work together as a whole. The projected results of such efforts are required, under Revised Order No. 4, to be measured by goals and timetables.

Handicapped Individual--Any person who (1) has a physical or mental impairment that substantially limits one or more of his or her major life activities; (2) has a record of such impairment, or (3) is regarded as having such an impairment. A handicap is "substantially limiting" if it is likely to cause difficulty in securing, retaining, or advancing in employment.

Minorities--For EEO official reporting purposes and for purposes of the workforce analysis required in Revised Order No. 4, the term "minority" includes:

> Black, not of Hispanic origin. A person having origins in any of the black racial groups of Africa.
>
> Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
>
> Asian and Pacific Islander. A person having origins in any of the original people of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
>
> American Indian and Alaskan Native. A person having origins in any of the original people of North America and who maintains cultural identification through tribal affiliation or community recognition.

Nondiscrimination--Equal employment opportunity as it was generally defined in the initial phases of development in the law of equal employment opportunity: Absence either of overt and intentional discrimination or affirmative action to eliminate the effects of past discrimination, whether intentional or not. The "Nondiscrimination Clause" required in federal government contracts has been expanded through later regulations to include the requirement for written affirmative action plans with goals and timetables.

Protected Classes--As popularly used, the term refers to minority groups whose members have been subject to large scale employment discrimination in recent years, and to women. Title VII, however, protects any person--including a white male--who is discriminated against because of his or her race, color, religion, sex, or national origin. Under Revised Order No. 4, federal government contractors must develop affirmative action plans which include utilization analyses and goals and timetables for minorities and women, but not for others. Handicapped individuals, persons between the ages of 40 and 65, and Vietnam veterans are protected classes under other laws and regulations.

Quotas--In employment law, court-ordered hiring and/or promoting of specified numbers or ratios of minorities or women in positions from which a court has found they have been excluded as a result of unlawful discrimination. Quotas, which discriminate against males and/or members of the majority in hiring or promotions, cannot be undertaken by an employer without court sanction. Quotas may also be imposed on unions to remedy discrimination in admissions to membership. Quotas are not the same as goals and timetables.

Reasonable Accommodation--Alterations, adjustments or changes in the job, the workplace and/or term or condition of employment which will enable an otherwise qualified handicapped individual or disabled veteran to perform a particular job successfully, as determined on a case by case basis depending on the individual circumstances.

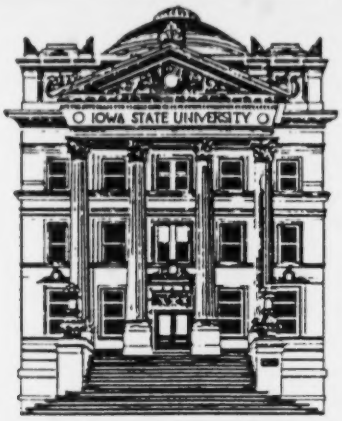
Relevant Labor Market--In estimating the availability of minorities and women for jobs in particular categories, the labor market from which candidates are normally drawn for those jobs. In most colleges and universities, for example, the relevant labor market for faculty members is likely to be among individuals in the U.S. and even abroad, who have received PhD's in the particular discipline during a given period of time. The relevant labor market for secretaires, on the other hand, is likely to center on people with clerical experience and/or training in the employers' City or Standard Metropolitan Statistical Area.

Revised Order No. 4--The regulation of the U.S. Department of Labor which sets forth in detail the required contents of affirmative action plans to be developed and maintained by non-construction contractors with the federal government. Such plans must include a utilization analysis and projections of goals and timetables.

Utilization Analysis--An analysis conducted by an employer to determine whether or not minorities and women are employed in each major job classification at a rate consistent with the availability of minorities and women with requisite training and/or experience in the relevant labor market for the positions covered by each job category. A utilization analysis is a required element of any affirmative action plan developed under Revised Order No. 4.

Veteran of the Vietnam Era--A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged or released therefrom with other than a dishonorable discharge; or who was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964 and May 7, 1975; and who was so discharged or released within 48 months preceding an alleged violation of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the affirmative action clause, or the regulations issued pursuant to the Act.

*Adapted from Paul Lyons, EEO Services, Inc. and OFCCP's Affirmative Action Compliance Manual (Octover 1, 1979).




# Reaffirmation of Nondiscrimination and Affirmative Action Policy: Iowa State University

Iowa State University is committed to developing and implementing a program of nondiscrimination and affirmative action, a responsibility the university accepts willingly because it is the right and just thing to do. Because an educational institution exposes the youth of Iowa and of the nation to a multitude of ideas that strongly influence their future development, there is no other area of our society where removing barriers is more critical. To permit discrimination here would tend to promote misconceptions leading to future patterns of discrimination.

Consistent with this belief, Iowa State University herein recommits itself to comply with all federal and state laws, regulations, and orders, including the policies of the Iowa Board of Regents, which pertain to nondiscrimination and affirmative action.

All administrators and personnel providing input into administrative decisions are herewith directed to ensure that all decisions relative to employment and conditions of employment will be made without regard to age, color, known handicaps (mental and physical), national origin, race, religion, sex, status as a Vietnam Era veteran or disabled veteran, or any other classification that deprives the person of consideration as an individual. Exceptions to this directive may be made in matters involving bona fide occupational qualifications, business necessity, actions designed to eliminate workforce underutilization, and/or where this policy conflicts with federal and state laws, rules, regulations, or orders. Among the classifications that deprive the person of consideration as an individual are those based on affectional preference or marital status.

No otherwise qualified person will be denied access to, or participation in, any program, activity, service, or the use of facilities on the basis of factors previously enumerated. Reasonable accommodations will be made to facilitate the participation of persons with disabilities in all such activities consistent with applicable federal and state laws, orders, and policies.

Further, all supervisory personnel will be responsible for maintaining an environment, work or otherwise, that is free of racial or sexual overtones. Acts by anyone that adversely affect another person's employment, conditions of employment, academic standing, receipt of services, and/or participation in, or enjoyment of, any other activity, will be regarded as a violation of university policy and thereby subject to appropriate disciplinary action.

Iowa State University's commitment to nondiscrimination and affirmative action is of the highest priority and is to be adhered to as such. It applies to all university-sponsored programs and activities as well as those that are conducted in cooperation with the university.

Any person who believes that he or she has been the recipient of a discriminatory act prohibited by this policy may file a grievance with the university's Affirmative Action Office at 214 Beardshear Hall.

Retaliation against persons filing complaints for the redress of a grievance, or for assisting in an investigation pursuant to a filed complaint, is prohibited.

Gordon P. Eaton
President

Signed: Gordon P. Eaton



Revised. July 1988

AFFIRMATIVE ACTION (AP) [6-02]

3342-6-02 Administrative policy and plan regarding affirmative action. This affirmative action plan is adopted, and shall be maintained and implemented, pursuant to paragraph (B) of rule 3342-6-01 of the Administrative Code, and of this register, the equal opportunity policy promulgated by the board by resolution of October 4, 1979.

(A) Establishment of responsibilities for conduct of the affirmative action program.

(1) The president of the university, as chief executive officer, shall have overall responsibility for effective implementation of this affirmative action plan and shall exercise general oversight of such implementation.

(2) The vice president for faculty affairs and personnel shall have special responsibility in the implementation of this affirmative action plan, and shall assure pursuit of the president's instructions in the interest of effective implementation.

(3) The office of affirmative action in the division of faculty affairs and personnel and under supervision of the vice president for faculty affairs and personnel shall be the principal administrative office for effective implementation of this affirmative action plan throughout the university. Responsibilities of the office of affirmative action shall include the following:

(a) Provision, for benefit of all departments of the university, of professional expertise in the appropriate and lawful techniques of affirmative action; in current developments in the field of affirmative action; and in the requirements of law governing affirmative action.

(b) Provision of the specific staff services hereinafter required, including dissemination of policy; work force and major job group analyses; ascertainment of availability of women, members of minority groups, handicapped, disabled veterans, and veterans of the Vietnam era, for possible employment, promotion or transfer; analyses of the utilization of women, members of minority groups, handicapped, disabled veterans, and veterans of the Vietnam era; design and implementation of appropriate audit and reporting systems; participation as hereinafter provided in the resolution of grievances and complaints; preparation of external reports and responses as may be required by law; and annual status and progress reports to the president.

(c) Provision of liaison, monitoring, and implementation services, in consultation with other departments of the university, including development and execution of action-oriented programs; development and pursuit of goals and timetables, as hereinafter provided; access to education and training programs whereby personnel might improve their capability of advancement in the university; application of the university's equal opportunity policy in all personnel actions; and verification of policies and practices of unions, contractors, and vendors having dealings with the university, as may be required by law.

(d) Procurement of reports from other units of the university, for purposes of auditing and reporting systems authorized elsewhere in this plan; and collation, publication, submission, and/or dissemination of contents of such reports, as may be required by laws, regulations, or university policies to ensure that the equal opportunity policy is carried out.

(4) There shall be an affirmative action coordinating council consisting of nine representative administrators plus one graduate and one undergraduate

student representative, under appointment by the president. Administrative representatives shall include one dean, one department chairperson or school director, one unit head or other executive appointed from each vice presidential division, the administrative dean for the extended university, the director of legal affairs, the director of personnel, and the director of office of affirmative action who shall serve as chairperson. Members chosen by the president, other than those holding membership by virtue of their permanent titles, shall serve terms of two, three, or four years as specified by the president. Specific duties of the council are set forth in its bylaws. The council will meet quarterly and at such additional times as may be necessary. Its main function will be to serve as a liaison and consultative body.

(5) There shall be an affirmative action facilitator in each vice presidential division, designated by his or her respective vice president. Each such facilitator shall be responsible for liaison between the division and the office of affirmative action, and for dissemination of information and submission of reports to the director of the office of affirmative action and to the respective vice presidents.

(6) Each unit head or administrator having supervisory responsibility, from the level of departmental chairperson or administrative unit director upward, shall be specifically responsible for implementation of the equal opportunity policy of the university, and of those elements of this affirmative action plan lying within the administrative purview of his or her unit, especially including but not limited to nondiscrimination in employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination, rates of pay or other forms of compensation; selection for training, including apprenticeship; and posting and other forms of dissemination of the equal opportunity policy and other appropriate information among personnel of the unit.

(B) Internal and external dissemination of the equal opportunity policy and the affirmative action plan.

(1) The substantive content of the equal opportunity policy, and such elements of the affirmative action plan as may be deemed appropriate, shall be posted continuously at each principal posting location in each building on each campus. In addition, so shall be posted all applicable federal and state civil rights posters, as required under law.

(2) Each unit head or administrator having supervisory responsibility as identified in paragraph (A)(6) of this rule, shall be reinformed at least once each year of the equal opportunity policy; of the affirmative action plan and procedures pursuant thereto; and of any needed updating relative to such policy and plan. Each such unit head or administrator also shall inform each new employee of the equal opportunity policy and affirmative action plan.

(3) The university's equal opportunity policy and affirmative action plan shall be published and generally disseminated in the university community; be republished from time to time as necessitated by amendment or updating; and communicated so that employees can know of and avail themselves of its benefits.

(4) The university's identity as an equal opportunity employer shall be imprinted upon all documents, publications, and advertisements having

specific relevance to equal opportunity in employment or used in recruitment of employees.

(5) The external communications program of the university shall include special efforts to inform the general public, unions, professional associations, and especially the potential sources of recruitment from among women, minorities, handicapped, and veterans, about the equal opportunity policy and affirmative action program.

(6) Communications will be maintained with minority, women, veterans, and vocational rehabilitation groups, making university opportunities known to them and seeking referrals from them. Referrals from these and other sources will be internally communicated and, insofar as is feasible, records of such referrals and their ultimate results will be kept and analyzed from time to time. Insofar as is feasible, university representatives will participate in community programs designed to publicize employment opportunities and will utilize such participation for dissemination of notice of opportunities in the university.

(C) Annual reports of status and progress; work force analyses; analyses of major job groups; appraisals of labor force utilization.

(1) The office of affirmative action shall compile and submit to the vice president for faculty affairs and personnel annual reports of the status and progress of the program.

(2) Reports shall include, but not be limited to, annual analyses of the university work force, and of major job groups, and of the utilization of the available labor force with special reference to women and members of minority groups who are qualified in terms of job-related position specifications in the university. Procedures in preparation of this annual report shall include, but not be limited to, the following:

(a) Each department or unit shall detail the race, sex, and ethnic status of employees within all job titles in the department or unit, ranked from lowest paid to highest paid.

(b) Utilizing labor-availability data provided by the office of affirmative action, each department or unit will present statistical analysis showing the rate of utilization of qualified women and members of minority groups in each major job group.

(c) After compilation of departmental and unit data, university-wide, the office of affirmative action shall incorporate in the annual report an appraisal of the utilization of available qualified women and members of minority groups, university-wide, by major job groups, and by department or unit.

(D) Development and pursuit of goals and timetables.

(1) Apart from the annual report of work force and job group analyses, but with benefit of data therein, the university shall maintain an annually updated set of goals and timetables for progress in affirmative action.

(2) Recommended updated goals and timetables shall be developed by the director of the office of affirmative action and shall be subject to approval of the vice president for faculty affairs and personnel.

(3) Goals may not be rigid and inflexible quotas which must be met, but must be targets reasonably attainable by means of applying good faith effort to make all aspects of the entire affirmative action program work.

(4) In establishing timetables to meet goals and commitments, the university will consider the anticipated expansion, contraction, and turnover in the work force, by department or unit, by major job group, and university-wide.

(5) The university, and each of its departments and units, will annually identify particular opportunity areas in which statistical experience shows special opportunity or need for improved affirmative action. Toward this end each department or unit head will consult with the director of the office of affirmative action, drawing upon recorded experience in personnel actions of the department or unit.

(E) Equality of access to educational and training opportunities.

(1) Subject to availability of resources, the university will provide training and educational programs for advancement of the qualifications of employees. Women, members of minority groups, handicapped persons, disabled veterans, and veterans of the Vietnam era will be encouraged to avail themselves of such programs where applicable.

(2) Availability of employee training and educational programs will be communicated by posting appropriate notices.

(3) Eligibility requirements for participation in employee training and educational programs shall be related to the purposes and goals of such programs respectively, and shall not be designed to exclude or inhibit participation by women, members of minority groups, handicapped, disabled veterans, or veterans of the Vietnam era.

(F) Application of equal opportunity policy in all personnel actions.

(1) Recruitment.

(a) In all recruitment activities, effort will be made to attract numbers of candidates including qualified persons for whom equality of opportunity is especially sought by the equal opportunity policy, so that fair consideration can be given to them. As may be feasible, candidates will be sought from sources, institutions, or publications through which such qualified candidates might be expected to be located and informed of the job opportunities at all levels.

(b) The office of personnel will serve as the central recruiting office for classified civil service employment and will apply the principles specified in paragraph (F)(1)(a) of this rule in recruitment of personnel into such employment and in referrals of candidates to appointing officers.

(c) Other units, departments, and appointing authorities in the process of recruitment of noncivil service, faculty, and other contract personnel, will also apply the principles specified in paragraph (F)(1)(a) of this rule.

(d) In order to maintain capability of evaluation of recruitment processes, records will be kept on the history of each recruitment, sufficient to indicate whether, in what manner, and to what extent the provisions of paragraphs (F)(1)(a), (F)(1)(b), and (F)(1)(c) of this rule have been

pursued. Records will include, for each applicant, name, sex, race, religion, national origin, handicap (optional), armed forces service, referral source, and disposition of application. These records shall be retained for a minimum of one year.

(e) The university will regularly publish and widely disseminate throughout the internal university community, full information about current job opportunities in the university, so that all employees, including women, members of minority groups, handicapped persons, disabled veterans, and veterans of the Vietnam era, as well as others, will have knowledge and therefore opportunity to compete for such announced positions.

(2) Selection for employment.

(a) Applicants for job openings will be considered on a basis of qualifications only as those qualifications relate to job related selection criteria.

(b) Reasonable records will be kept on the history of each employment, sufficient to indicate whether, in what manner, and to what extent the principles specified in paragraph (F)(2)(a) of this rule have been applied. Such records will reflect, but not be limited to, the specific basis on which one candidate was offered appointment in preference to all others. Such records will include, with respect to each employment, a recruitment profile completed by the appointing unit in consultation with the director of the office of affirmative action. The recruitment profile will include or reflect the position description, application forms, interview processes and/or test administration, and final selection process.

(c) All applications for regular positions will be retained for a minimum of one year. All applications for temporary positions will be retained for six months. From these and other sources, departments and the office of affirmative action will maintain files of potential candidates as a further resource for future recruitments, available to all units of the university.

(d) The director of the office of affirmative action will monitor the flow of appointments and of their respective recruitment profiles, and will counsel officers of the university and department and unit heads, especially with reference to areas of operations where major opportunity for improvement or simplification of processes emerges. Job criteria will be reviewed as necessary to guard against invalid disproportionate rejection of candidates by racial or ethnic groups or by sex.

(3) Job assignment. Candidates accepted for appointment will be assigned to positions for which they are qualified without reference to race, religion, color, sex, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era.

(4) Testing.

(a) Applicants who are required to pass a test to be considered for employment, job assignment, transfer or promotion will be advised of the achievement requirements insofar as rigid requirements for passing are imposed, and will be informed of their test results.

(b) Results of tests taken by persons hired will be recorded in each such person's file.

(c) Tests and standards of passing shall not, inadvertently or otherwise, be such as to result in unlawful discrimination, and will be reviewed wherever evidence is found that such unlawful discrimination might be occurring.

(5) Promotion.

(a) Records shall be maintained, and updated annually, whereby the lateral and/or vertical movement of employees can be ascertained and evaluated with special reference to equality of opportunity for promotion.

(b) Formal promotion procedures shall be maintained to ensure equality of opportunity for promotion. Promotion procedures for academic personnel shall be those specified by the board elsewhere in the official policies of the university. Bases for promotion of nonacademic employees shall include but not be limited to the employee performance record; the demonstrated qualification of the employee to perform successfully in the more advanced position; and also, as may be allowable under law and regulations, length of service. Policies and procedures governing promotion and tenure shall conform to the university's equal opportunity policy and shall be implemented pursuant to this affirmative action plan. Such policies and procedures shall be reviewed from time to time to this end.

(c) Labor agreements between the university and unions or professional organizations, insofar as they apply to promotions as well as to other matters, shall conform to law both as to content and implementation.

(6) Layoffs and terminations.

(a) Unlawful discrimination shall not be the basis for layoff or termination of employment of any employee.

(b) In the event of any substantial and necessarily planned reductions in force, the university will prepare such plans with reference to the equal opportunity policy, in addition to other factors; and all reasonable and lawful steps will be taken to assure that no layoff or termination occurs on a basis of race, religion, color, sex, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era. As to persons covered under a collective bargaining agreement, the lawful terms of the agreement regarding layoff and termination shall prevail.

(c) The director of the office of affirmative action will be available, upon employee request, to counsel affected employees as to appropriate and lawful steps whereby adverse effects upon the employee's occupational and economic security might be mitigated, insofar as personnel and other resources of the director's office can sustain such counseling.

(7) Salary and fringe benefits.

(a) No award of salary or fringe benefits to any employee shall be on a differentiated basis of discrimination as to race, color, religion, sex, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era.

(b) Each department or unit of the university will review periodically the salary and fringe benefit status of all of its employees, with special reference to reassurance that no unlawful discrimination exists between

individual employees in equivalent positions with comparable qualifications, experience, responsibilities, and performance levels. Work force analyses prepared pursuant to paragraph (C) of this rule will include these data. Remedies proven to be needed will be made, pursuant to law and subject to availability of resources.

(8) Terms and conditions of employment.

(a) There shall be no discrimination as to the terms and conditions of employment, on a basis of race, color, religion, sex, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era. For purposes of this rule, terms and conditions of employment shall include but not be limited to such factors as working environment, educational and training opportunities, research opportunities, use of facilities, opportunities for participation in professional discourse or deliberative processes, or attendance requirements.

(b) Subject to law and regulations, women will not be specially penalized in their conditions of employment because of pregnancy or childbirth. Reasonable leaves of absence for these purposes will be considered on the same basis as leaves of absence without pay for other valid purposes as provided under official policies of the university; and maintenance of seniority or other fringe benefits shall be on the same basis as in the case of such other officially authorized leaves of absence.

(c) The university policy regarding nepotism shall be administered on a nondiscriminatory basis, pursuant to the equal opportunity policy.

(G) Design and implementation of appropriate audit and reporting systems.

(1) Appropriate equal opportunity records shall be kept, and reports rendered, as required above in paragraph (C) of this rule, work force analysis and annual report to the president; paragraph (D) of this rule, goals and timetables; paragraph (F) of this rule, personnel actions; and otherwise as may be directed by the president. The director of the office of affirmative action shall have primary responsibility for design and scheduling of such records and reports, subject to appropriate supervision by the vice president for faculty affairs and personnel, and in appropriate consultation with other university officers, and department and unit heads.

(2) Records shall be kept, and reports rendered externally, pursuant to laws calling for such records and reports.

(3) In the event of a filing of a formal complaint, and/or enforcement procedures in individual cases, records of such cases shall be maintained continuously and kept until final disposition of such cases, and for such further periods as may be required under law.

(H) Verification and reporting; equal opportunity policies and practices of unions and contractors having dealings with the university.

(1) The university will send notice to each labor union or representative of workers having a collective bargaining agreement or contract with the university, advising the labor union or workers' representative of its obligations under laws and regulations pertaining to equal opportunity, and of the university's equal opportunity policy. All contracts shall conform to law and to the university's equal opportunity policy.

(2) The university will send, through its purchasing department or other appropriate officer, a notice equivalent to that prescribed in paragraph (H)(1) of this rule to vendors and contractors engaging in transactions with the university, also advising such vendors and contractors of responses that may be required of them under law.

(3) The vice president for business affairs shall have responsibility for procurement, from contractors or vendors of appropriately executed nondiscrimination statements, with copies sent to the office of affirmative action, as may be required by law; and will maintain files, available for inspection, of all notices and executed statements rendered pursuant to paragraph (H) of this rule.

(4) University officers responsible for contractual dealings with contractors or vendors will maintain rosters or directories of minority enterprises, as defined by law; and will, pursuant to law, enable such enterprises to compete for opportunities to sell goods and services to the university.

(I) Provision for resolution of complaints and grievances.

(1) The university maintains formal grievance procedures, pertaining to a variety of potential bases of grievance, available to faculty and staff, elsewhere in its officially published policies. Whenever any such formal grievance or complaint is filed, and consists of or includes alleged discrimination in violation of the equal opportunity policy or of laws pertaining to equal opportunity, the procedure also shall include notification to the office of affirmative action. In such an instance, the director of the office of affirmative action will separately examine the element or elements of the grievance alleging discrimination, and will make the results of such examination known to the vice president for faculty affairs and personnel with a copy to the appropriate sector vice president or other appointing authority, before final disposition of the grievance.

(2) In any instance in which a complainant files a complaint with a governmental agency of competent jurisdiction, alleging discrimination in violation of valid laws and regulations, and in which the university is officially notified of such complaint, the complaint shall be examined by the director of the office of affirmation action. In instances requiring external response including more than routine rendering of data of public record, there shall be consultation with the appropriate divisional facilitator, and the president, before formal response.

(J) Special provisions relative to the handicapped.

(1) A "handicapped person" is defined as one who:

(a) Has a physical or mental impairment which substantially limits one or more major life activities;

(b) Has a record of such impairment;

(c) Is regarded as having such an impairment.

(2) Pursuant to law, and subject to further provisions set forth below, the university does not discriminate against any employee or applicant for employment because of handicap, as defined, in regard to any position for which the employee or applicant for employment is qualified; and generally will apply the affirmative action program on behalf of the handicapped as well as other groups affected by the equal opportunity policy.

(3) The university will make reasonable accommodation to the known limitations of a qualified handicapped applicant or employee, unless the accommodation would impose an undue hardship on the program, or unless the safety or health of employees would be adversely affected by such accommodation or by the placement of the handicapped applicant or employee. In determination of what does or does not constitute reasonable accommodation, the elements of business necessity, financial cost, and any resulting personnel problems, among others, may be considered.

(4) Special care will be taken to ensure that employment criteria are job related and do not needlessly have the effect of excluding the handicapped from consideration. To this end the director of personnel, in consultation with the director of the office of affirmative action, will review position employment criteria from time to time.

(5) The director of the office of affirmative action is designated as the compliance coordinator for purposes of compliance with law applicable to the handicapped.

(6) The university may inquire into an applicant's ability to perform job-related tasks effectively and safely, and into the extent and status of handicap, provided that information given regarding handicap shall be voluntary and shall be kept confidential except as provided below.

(7) The university may require physical examination of any employee or of any applicant who has been conditionally offered employment. Such examination shall not result in unlawful discrimination on the basis of handicap and the results shall be held confidential except as provided below.

(8) Information obtained by a required medical examination, or by inquiries into applicants' or employees' physical and mental conditions shall be kept confidential except that supervisors shall be informed regarding restrictions on the work duties of handicapped persons and any reasonable accommodations required; and except as first aid and safety personnel need to be informed; and except as compliance reporting under law requires inclusion of such information.

(9) For affirmative action purposes, all employees and applicants for employment are given opportunity to identify themselves as handicapped persons. For such purposes, all applicants for employment will have opportunity to submit a completed form, so identifying themselves, to the office of affirmative action, on a voluntary basis, in order to avail themselves of benefits of the affirmative action program.

(K) Special provisions relative to disabled veterans and veterans of the Vietnam era.

(1) The university lists all nonstudent employment openings with a salary basis of less than twenty-five thousand dollars per year and which are -not- restricted to internal applicants, with the Ohio bureau of employment services. Local offices of the bureau will be on the mailing lists of university publications announcing vacancies in the university.

(2) In determining the qualifications of a covered veteran, the university shall consider that portion of the military record, including discharge papers, relevant to the specific job qualifications for which the veteran is being considered.

(3) Special care will be taken to ensure that employment criteria are job related and do not needlessly have the effect of excluding disabled veterans or veterans of the Vietnam era from consideration. To this end the director of personnel, in consultation with the director of the office of affirmative action, will review position employment criteria from time to time.

(4) The director of the office of affirmative action is designated as the compliance coordinator for purposes of compliance with law applicable to disabled veterans and veterans of the Vietnam era.

(5) Any information obtained by any required medical examination or inquiries into applicants' or employees' physical or mental conditions will be kept confidential except that supervisors shall be informed regarding restrictions on the work duties of disabled veterans and regarding accommodations; and except as first aid and safety personnel need be informed of conditions which might require treatment; and except as compliance reporting under law requires inclusion of such information.

(6) In determining the extent of the university's obligation to make reasonable accommodation to the physical or mental limitations of a disabled veteran, the following factors among others may be considered: business necessity, and financial cost and expenses.

(7) In offering employment or promotions to disabled veterans and veterans of the Vietnam era, the university will not reduce the amount of compensation offered as payment for work because of any disability income, pension, or other benefit the applicant or employee receives from any other source.

(8) For affirmative action purposes, all employees and applicants for employment are given opportunity to identify themselves as disabled veterans and veterans of the Vietnam era. For such purposes, all applicants for employment will have opportunity to submit a completed form, so identifying themselves, to the office of affirmative action, on a voluntary basis, in order to avail themselves of benefits of the affirmative action program.

(9) In addition to generally applicable features of the affirmative action recruitment program, the university will undertake appropriate outreach and positive recruitment activities to recruit qualified disabled veterans and veterans of the Vietnam era; and will enlist assistance and support of appropriate recruiting sources such as the local veterans' employment representative, the veterans administration, veterans' service groups, campus veterans' counselors and coordinators, and veterans' organizations.

Effective: December 29, 1986
Amended: Prior to November 4, 1977, October 31, 1979, May 7, 1982, March 15, 1984, November 22, 1985

EQUAL OPPORTUNITY (UP) [6-01]

3342-6-01 Kent state university policy regarding equal opportunity.

(A) Equal opportunity policy.

(1) In academic and student programs. It is the policy of this university that there shall be no unlawful discrimination against any student or applicant for admission as a student because of race, color, religion, gender, sexual orientation, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era. Such policy shall apply to, but not necessarily be limited to, the following: recruiting, admission, access to programs, financial aid, and social, recreational and health programs. This policy shall be applicable to all campuses and units of the university. This policy also shall apply with reference to discrimination on a basis of age insofar as required by law.

(2) In employment. It is the policy of this university that there shall be no unlawful discrimination against any employee or applicant for employment because of race, color, religion, gender, sexual orientation, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era. Such policy shall apply to, but not necessarily be limited to, the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. This policy shall be applicable to all campuses and units of the university. This policy also shall apply with reference to discrimination on a basis of age insofar as required by law.

(B) Implementation of policy with respect to employment.

(1) There shall be promulgated and maintained, under authority of the president of the university and the vice president for faculty affairs and personnel pursuant to this equal opportunity policy, an affirmative action plan. Full achievement of equal opportunity shall be deemed a major effort of the university, and the affirmative action plan shall be the principal official arrangement, as to organization, methods and procedures, whereby the university shall pursue that effort in employment.

(2) The affirmative action plan shall include, but not necessarily be limited to, nondiscrimination provisions of general application to all employees and applicants for employment, including nondiscrimination provisions applicable to race, color, religion, gender, sexual orientation, national origin, handicap, and identity as a disabled veteran or veteran of the Vietnam era. Such provisions of general application shall reflect and pursue the central purposes and provisions of relevant laws and regulations of the United States, of the state of Ohio, and of this university, pertaining to equality of opportunity. Such provisions of general application shall include, but not necessarily be limited to, the following:

(a) Establishment of responsibilities for conduct and monitoring of the university's affirmative action program.

(b) Internal and external dissemination of the university's equal opportunity policy and affirmative action plan.

(c) Workforce analyses; analyses of major job groups; appraisal of labor force utilization; and annual reports of progress.

(d) Development and pursuit of goals and timetables which could reasonably be attained through good faith effort.

(e) Equal opportunity for access by employees to educational and training programs for advancement of occupational and professional qualifications.

(f) Application of the university's equal opportunity policy in all personnel actions.

(g) Design and implementation of appropriate audit and reporting systems.

(h) Provision for notice, verification and reporting, as may be required by law regarding equal opportunity policies and practices of unions, contractors, and vendors having dealings with the university.

(i) Provision for resolution of complaints and grievances.

(3) The affirmative action plan shall further include nondiscrimination provisions of special application to the handicapped, to disabled veterans, and to veterans of the Vietnam era. Such provisions of special application shall reflect and pursue the central purposes and provisions of relevant laws and regulations of the United States, of the state of Ohio, and of this university, which have special application to equality of opportunity for the handicapped, for disabled veterans, and for veterans of the Vietnam era. Wherever provisions of general application can have application, they shall apply, provided: that where such provisions of special application exist and are relevant, they shall prevail.

(4) The university shall publish and shall update and republish, from time to time, a publication titled, "Affirmative Action Program of Kent State University." Such publication shall include, but not be limited to, the equal opportunity policy which is in effect; the full text of the affirmative action plan which is in effect; and, for further guidance of all personnel, an appendix. The appendix shall include but not be limited to, applicable forms and procedures utilized in all elements of the affirmative action plan, paragraphs (B)(2)(a) to (B)(2)(i) of this rule; relevant provisions found elsewhere in the university register and the Administrative Code; unit goals and timetables currently in effect; and forms, examples and processes of record-keeping and reporting. The office of affirmative action shall have primary responsibility for preparation of this publication and for its dissemination to all unit heads and its availability to employees and applicants for employment.

Effective: November 17, 1987
Amended: Prior to November 4, 1977, October 31, 1979, May 7, 1982, November 22, 1985, December 29, 1986, September 15, 1987

COMPLAINTS OF DISCRIMINATION (AP) [6-012]

3342-6-012 Administrative policy and procedure regarding complaints of discrimination by employees.

(A) Pre-complaint counseling procedure.

(1) The purpose of pre-complaint counseling is to provide the employee an opportunity to confidentially and anonymously discuss the specificities of his/her complaint, to determine if the complaint falls within areas covered by Title VI, Title VII and Title IX, and to provide guidance, direction and information on the appropriate administrative procedure to be utilized.

(2) The office of affirmative action and/or the area facilitators shall be contacted for pre-complaint counseling.

(3) Reasonable administrative time-off shall be permitted for employees to receive pre-complaint counseling.

(4) The pre-complaint counseling procedure is limited to five working days from date of initial contact with the office of affirmative action and/or the area affirmative action facilitator.

(5) Upon termination of pre-complaint counseling an employee has thirty days in which to notify the immediate supervisor and to initiate an internal complaint action utilizing the administrative policy and procedure.

(6) The area facilitator will only be involved in complaints of discrimination during the pre-complaint counseling period, and as needed during subsequent meetings to resolve a complaint.

(B) General procedure.

(1) The purpose of this policy is to secure equitable and expedient resolutions to complaints of discrimination which may arise relative to the employment practices and conditions of employment for university employees. For purposes of this procedure, the term "employees" is defined as faculty, administrative and professional staff members, classified civil service appointees and student employees.

(2) A "complaint" is defined as any claim of a violation of a specified regulation, policy or procedure. A "complainant" is defined as any employee who has initiated a complaint for administrative investigation.

(3) It is recommended that the internal administrative complaint of discrimination procedure be exhausted prior to filing a complaint with the Ohio civil rights commission and/or the equal employment opportunity commission. However, a complainant has the right to file his/her complaint directly with the Ohio civil rights commission and/or the equal employment opportunity commission, within one hundred eight days of the date of the occurrence or discovery of the occurrence.

(4) It is the right of every employee to use the prescribed complaint of discrimination procedure without fear of reprisal or retaliatory action.

(5) It is the policy of the university to recognize the right of the complainant to have representation in presentation or processing of a complaint of discrimination.

(6) In the presentation or processing of a complaint, the complainant has the right to be accompanied, represented, and advised by a representative of his

or her own choosing, provided the choice of a representative does not involve a conflict of interest or position.

(7) The complainant must notify the office of affirmative action in writing, of the name, position and address of his/her representative prior to meeting with his/her immediate supervisor.

(8) Reasonable administrative time-off shall be permitted for a complainant and fellow employees who assist in presenting a complaint.

(9) The office of affirmative action shall be contacted for guidance, assistance and information regarding implementation of the complaint of discrimination procedure.

(C) Time limits.

(1) It is important that a complaint be processed as expeditiously as possible at the administrative level. The number of days indicated herein at each level shall be considered the maximum. Every effort should be made to process and render a decision as quickly as possible. The time limits specified may, however, be extended by agreement between the university and the complainant.

(2) A complaint will be acted upon provided the employee presents it in writing within thirty working days upon termination of the pre-complaint counseling period.

(3) The phrase "working days" as used in this procedure means days exclusive of holidays and days the employee may be on authorized vacation, sick leave, or absence.

(4) Failure of the complainant to appeal a decision within the specified time limits shall be deemed a withdrawal of the complaint and shall preclude further administrative action. Failure of the university to render a decision on a complaint within the specified time limits shall permit its appeal by the complainant to the next step.

(D) Complainant and immediate supervisor.

(1) The complainant shall take the matter up with his/her immediate supervisor within thirty working days upon the termination of pre-complaint counseling.

(a) The office of affirmative action shall be notified of a prospective complaint upon the supervisor's receipt of the same.

(b) The complainant shall be given a written copy of the discrimination complaint procedure by the supervisor during the initial discussion.

(2) The supervisor shall have thirty working days to investigate the complaint, record the departmental disposition which he/she has rendered, and forward a signed and dated copy of the departmental disposition to the employee and the office of affirmative action.

(3) In the event the problem has not been satisfactorily resolved at this level, the employee may submit an "Internal Complaint of Discrimination Form."

(E) Complainant and the office of Affirmative Action.

(1) The internal complaint as filed by the complainant shall only be submitted on the university's "Internal Complaint of Discrimination Form".

(2) The "Internal Complaint of Discrimination Form" should be signed, dated and submitted to the office of affirmative action within ten working days upon receipt of the departmental disposition.

(3) The "Internal Complaint of Discrimination Form" as filed by the complainant and submitted to the office of affirmative action authorizes that office to formally investigate all allegations relative to that particular complaint.

(4) Upon receipt of the signed and dated "Internal Complaint of Discrimination Form," the office of affirmation action shall have thirty working days to conduct an investigation of the complaint and, if necessary, meet with other employees, the employee's representative (when applicable), supervisor, department head, and other management officials who could be instrumental in resolving the complaint.

(5) Upon completion of the investigation, the office of affirmative action will provide the supervisor and the complainant with a written disposition on the complaint.

Effective: April 4, 1986

3342-6-011 Administrative policy and procedures regarding sexual harassment.

(A) Statement of policy. It is the policy of Kent state university to maintain an educational and employment environment that is free from hostility, intimidation, or harassment based upon such personal attributes as race, sex, or national origin.

(1) A substantiated violation of this rule by a student or employee, or anyone under the university's control or jurisdiction, will result in prompt and remedial action using the processes and sanctions provided for in this rule and in appropriate conduct codes, personnel manuals, and contractual agreements.

(2) The implementation of this rule is the direct responsibility of the vice president for faculty affairs and personnel and each administrative and supervisory employee of the university. Overall coordination of compliance with this rule has been assigned to the office of affirmative action (formerly the office of human resource utilization), which should be consulted for advice and for assistance in the resolution of complaints of alleged sexual harassment.

(B) Definitions. Particular attention in this rule is drawn to sexual harassment, prohibited by federal guidelines issued April 11, 1980. For purposes of this rule, "sexual harassment" is defined as follows:

(1) Sexual advances, requests for sexual favors, or other verbal and physical conduct of a sexual nature which is clearly impositional.

(2) Verbal, written, or pictorial communications of a sexual nature made with the intent to intimidate the person receiving such communications, or resulting in the effect that his or her work performance is interfered with.

(3) Solicitation of sexual contact intended to be, or used as, the basis for influencing academic or personnel decisions, or which creates an intimidating, hostile, or offensive working environment.

(C) Regulations.

(1) It is a violation of this rule for anyone to engage in sexual harassment as defined in paragraph (B)(2), above.

(2) It is a violation of this rule for anyone to seek gain, advancement, or consideration in return for sexual favors.

(3) It is a violation of this rule for anyone to seek gain, advancement, or consideration in response to the threat of a false accusation of sexual harassment.

(4) It is a violation of this rule for anyone to take action in retaliation against anyone who has reported alleged sexual harassment.

(5) A violation of any paragraph of this rule should be reported promptly so that corrective action may be taken using the processes and sanctions of appropriate conduct codes, personnel manuals, and contractual agreements.

(D) Responsibilities.

(1) Supervisors and administrators of operational units are expected and required to cooperate with other administrative offices, particularly the

department of personnel services and the office of affirmative action, in the dissemination and implementation of this rule and in the investigation and resolution of any complaint.

(2) The office of affirmative action shall coordinate the dissemination and implementation of this rule and shall assist both in the informal and formal resolution of complaints.

(E) Procedures for the resolution of complaints.

(1) The resolution of complaints of alleged sexual harassment should first be attempted at the level of the supervisor or administrator immediately responsible for the operational unit concerned. If this approach is unsuccessful, or if more than one operating unit of the university is involved, a complainant may seek informal resolution directly through the office of affirmative action. In either instance, every effort must be made to ensure the privacy of the involved parties.

(2) If informal resolution of a complaint of alleged sexual harassment is not reached through the procedures outlined in paragraph (E)(1) above, a formal complaint or grievance may be initiated using the appropriate conduct codes, personnel manuals, and contractual agreements. The office of affirmative action is available to assist in the identification of appropriate jurisdictional procedures and to serve as a general resource concerning rules, regulations, and interpretations regarding sexual harassment.

Effective: December 29, 1986
Amended: April 5, 1982, November 22, 1985

# MIT Personnel Policy Manual

Section Name: **1.0 EMPLOYMENT POLICIES**

Policy Number/Name: **1.3 Affirmative Action Policy for the Employment of Disabled Individuals**

Revised: 6/89

The Institute's program for the employment of disabled individuals is intended to expand M.I.T.'s efforts to provide opportunities for employment and advancement for qualified disabled persons. The Institute will not discriminate against any employee or applicant for employment because of physical or mental disability in regard to any position for which the employee or applicant is qualified.

M.I.T.'s obligations as a federal contractor under Section 503 of the Rehabilitation Act of 1973 include an assessment of all employment practices to assure that any adaptation that permits the employment or advancement of disabled individuals, provided it does not cause undue hardship to the employer, is reasonably accommodated. Some disabled individuals may require flexible work schedules, worksite adaptations, or auxiliary aids in order to perform the required duties of a job. Reasonable accommodation to needs such as these is the Institute's affirmative action responsibility under the law.

Inquiries regarding this policy may be directed to the Manager for Personnel Services and Employment or to the Assistant Equal Opportunity Officer.

# MIT Personnel Policy Manual

Section Name: 1.0 EMPLOYMENT POLICIES

Policy Number/Name: 1.2 **Affirmative Action Policy for the Employment of Minorities and Women** Revised 6/89

The Institute's Affirmative Action program is intended to expand our efforts to guarantee equality of opportunity in employment and in education and to reduce underrepresentation and underutilization of minorities and women at M.I.T. For all Institute categories of employment, our objectives are to achieve a representation of minorities and women that is at least in proportion to their current availability and to provide new opportunities for career development which both stimulate and respond to their changing interests and aspirations. M.I.T.'s obligations as a federal contractor under Executive Orders 11246 and 11375 include the development of an affirmative action program which provides for analysis of departmental utilization of minorities and women in all positions in each department of the Institute.

The Institute has a job posting system for all non-academic jobs openly available on the M.I.T. campus. These positions are listed in the weekly insert to the M.I.T. publication Tech Talk entitled "M.I.T. Positions Available" and outside of the Personnel Office (Building E19, Room 239). This open announcement of job opportunities serves to make all members of the M.I.T. community aware of career opportunities that exist at the Institute.

A Serious Search procedure has been established to identify candidates for positions including salaried appointments for an academic year or longer to the three faculty ranks (including visiting faculty) and instructors, and salaried full-time appointments to the Administrative Staff, the Sponsored Research Staff, or the Medical Staff for a duration of one year or more. The search procedure ensures that qualified candidates are sought, especially in those areas where underrepresentation of minorities and women have been identified.

See Section 2.1.4. for details of posting of available positions, and Section 2.2, Affirmative Action Serious Search Policy.

# MIT Personnel Policy Manual

Section Name: 1.0 EMPLOYMENT POLICIES

Policy Number/Name: 1.4 **Affirmative Action Policy for the Employment of Disabled and Vietnam-Era Veterans** Revised: 6/89

In compliance with the Vietnam-Era Veterans Readjustment Assistance Act of 1974 and the Veterans' Compensation, Education and Employment Act of 1982, M.I.T. does not discriminate against any qualified employee or applicant for employment because he or she is a disabled veteran or Vietnam-Era veteran. M.I.T., in this respect, takes affirmative action to employ, advance in employment, and treat without discrimination disabled veterans and veterans of the Vietnam era.

M.I.T. also invites qualified disabled veterans and veterans of the Vietnam era who wish to benefit under this Program to voluntarily identify themselves to the Personnel Officer of their organizational area or to the employment interviewer. The following definitions may be used for identification purposes:

"Special Disabled Veteran" is:

(A) a veteran who is entitled to compensation (or who but for the receipt of military retirement pay would be entitled to compensation) under laws administered by the Veterans Administration for a disability

(i) rated at 30 percent or more, or

(ii) rated at 10 or 20 percent in the case of a veteran who has been determined under section 1506 of Title 38, U.S.C., to have a serious employment handicap, or

(B) a person who was discharged or released from active duty because of a service-connected disability.

"Veteran of the Vietnam Era" is:

(A) a veteran, any part of whose active military, naval or air service was during the period of August 5, 1964, through May 7, 1975, and who

(i) served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge, or

(ii) was discharged or released from active duty because of a service-connected disability. No veteran may be considered to be a veteran of the Vietnam era under this paragraph after December 31, 1991.

## 1.4 Employment of Veterans

Questions relating to the employment of veterans should be directed to the Personnel Officer for the department or to the Assistant Equal Opportunity Officer.

## AFFIRMATIVE ACTION

As of FY 1988, the last year for which data are available, there were 6,875 librarians in the 107 university libraries which were included in the Association of Research Libraries' salary survey. Of these, 63.3% were women and 9.5% were minorities. The recruitment of minorities into academic librarianship is a problem at the national level which both the Association of College and Research Libraries of the American Library Association and the Association of Research Libraries recognize and are continuing to address.

Despite extensive publicity in appropriate media, and direct contact with minority librarians in senior positions, the MIT Libraries has not met with great success in attracting more qualified minorities into applicant pools, but increased efforts are under way. As of October 1989, there were 78 filled librarian and other academic staff positions. Women occupied 64% of these, and minorities occupied 5.1%, an increase of 1.5% over October 1988. At the senior levels (Librarian III and above), 74.3% were women and 5.7% were minorities.

Clearly our objective over the next five years must be to recruit more qualified minority candidates for librarian positions, at all levels. Given our past experience, we can anticipate approximately 10 recruitment opportunities per year, not including any additional positions. Our goal, therefore, is to add one or two minority librarians to the staff each year so that by the end of five years, our staff reflects a minority population (10%) in keeping with the number of minority librarians in research libraries nationally.

Affirmative Action Statistics (filled positions)

| | Oct. 1985 | Oct. 1986 | Oct. 1987 | Oct. 1988 | Oct. 1989 [1] | Oct. 1990 [1] | Oct. 1991 [1] | Oct. 1992 [1] |
|---|---|---|---|---|---|---|---|---|
| Women | 58(73%) | 65(76%) | 58(73%) | 58(69%) | 50(64%) | 50(63%) | 50(63%) | 50(63%) |
| Black | 3(4%) | 3(4%) | 1(1%) | 2(2%) | 3(4%) | 4(5%) | 5(6%) | 5(6%) |
| Oriental/ American | 0 | 0 | 1(1%) | 0 | 0 | 1(1%) | 1(1%) | 2(3%) |
| Hispanic American | 0 | 0 | 1(1%) | 1(1%) | 1(1%) | 1(1%) | 2(3%) | 2(3%) |
| Total Libn. Staff | 80 | 85 | 79 | 84 | 78 | 79 | 79 | 79 |

[1] Reflects decrease in staff size as a result of the transfer of the MIT Museum.

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

MULTI-YEAR AFFIRMATIVE EMPLOYMENT PROGRAM PLAN

| | |
|---|---|
| * POLICY STATEMENT | * STATEMENT OF ADEQUATE MONITORING/EVALUATION SYSTEM |
| * DELEGATION OF AUTHORITY | * PROGRAM ANALYSIS |
| * ORGANIZATIONAL CHART | * PROBLEM/BARRIER IDENTIFICATION |
| * CERTIFICATION OF QUALIFICATIONS | * REPORT OF OBJECTIVES AND ACTION ITEMS |
| * PLAN FOR THE PREVENTION OF SEXUAL HARASSMENT | |

National Agricultural Library
NAME OF ORGANIZATION

10301 Baltimore Blvd., Beltsville, Maryland 20705
ADDRESS OF ORGANIZATION

ORGANIZATIONAL LEVEL: AGENCY X MOC ___ REGION ___
COMMAND ___ INSTALLATION ___ HEADQUARTERS ___

NUMBER OF EMPLOYEES COVERED BY PLAN: TOTAL 182
PROFESSIONAL 51 ADMINISTRATIVE 44 TECHNICAL 67
CLERICAL 20 OTHER 0 BLUE COLLAR 0

Thomas D. Neis 344-1570
NAME OF CONTACT PERSON/PERSON PREPARING FORM TELEPHONE NO.

Thomas D. Neis, Executive Officer, NAL
NAME OF TITLE OF PRINCIPAL EEO OFFICIAL

Thomas D Neis 3/10/88
SIGNATURE OF PRINCIPAL EEO OFFICIAL DATE
CERTIFIES THAT THIS PLAN IS IN COMPLIANCE WITH EEO-MD-714.

for Joseph H. Howard, Director, NAL
NAME AND TITLE OF HEAD OF ORGANIZATION OR DESIGNATED OFFICIAL

Samuel T. Waters
SIGNATURE OF HEAD OF ORGANIZATION OR DESIGNATED OFFICIAL
CERTIFIES THAT THIS PLAN IS IN COMPLIANCE WITH EEO-MD-714.

EEOC FORM 566 (8/87)

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

E E O  P O L I C Y  S T A T E M E N T

It is the policy of the National Agricultural Library (NAL) to provide equal employment opportunity for all employees and applicants for employment, regardless of their race, religion, color, sex, national origin, age or handicap. NAL has an affirmative employment program throughout the agency to overcome past employment practices that have operated to restrict opportunities for employment. Also, equal employment opportunity covers all employment practices including, but not limited to, recruitment, hiring, promotion, transfer, reassignments, training, benefits, and separation.

Managers, supervisors, EEO Officers, and personnelists share responsibility for successful implementation of the affirmative employment program. Performance appraisals should include an element based on meeting equal employment opportunity objectives.

In addition, discriminatory actions based on prohibited factors will not be tolerated. Sexual harassment is considered discriminatory if it is implicitly or explicitly a term or condition of employment, submission to or rejection of such conduct is used as a basis for an employment decision, it interferes with the individual's work performance, or creates an intimidating, hostile, or offensive working environment.

S. T. Walters 3-10-88

SIGNATURE OF AGENCY HEAD DATE

for JOSEPH H. HOWARD, Director, NAL

NAME AND TITLE OF AGENCY HEAD

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

D E L E G A T I O N  O F  A U T H O R I T Y

(EXPLANATION OF RESPONSIBLITIES OF EEO PROGRAM OFFICIALS)

The NAL Director has overall responsibility for all equal employment opportunity programs within the Library. Further delegation is made to the Executive Officer at NAL, to an EEO Officer and to specific program contacts.

The NAL Director is responsible for the following:

(a) Ensuring compliance with affirmative employment program instructions issued by EEOC and USDA.

(b) Establishing Library-wide objectives, develop a Library-wide Multi-year Affirmative Employment Plan, develop systems to evaluate the program effectiveness and prepare accomplishment report and revisions of plans.

(c) Ensuring the accuracy of work force and other data submitted to personnel offices and to other data files on EEO matters.

The NAL Executive Officer is responsible for the following:

(a) Directing the development of the Library's multi-year affirmative employment plan, annual accomplishment reports, and affirmative employment program guidance, policies, standards and procedures.

(b) Coordinating approvals of submissions to the Department.

(c) Ensuring that adequate record keeping is maintained and a reporting system installed at the Library for EEO planning and reporting purposes.

(e) Ensuring that qualified employees are assigned EEO responsibilities.

(f) Ensuring the EEO achievements are reflected in Merit Pay and other performance/award programs.

EXHIBIT 1

## AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

## D E L E G A T I O N  O F  A U T H O R I T Y

## (EXPLANATION OF RESPONSIBLITIES OF EEO PROGRAM OFFICIALS)

The EEO Officer at NAL is responsible for the following:

(a) Developing the NAL multi-year affirmative employment plan, and other related plans and accomplishment reports.

(b) Coordinating EEO related activities in the Library and combine with ARS in joint activities when possible.

(c) Working directly with managers and supervisors in carrying out EEO programs and activities.

(d) Being an active member of the EEO coordinating committee.

(e) Attend, as necessary, USDA and other agency meetings on EEO matters.

(f) Maintaining necessary records and keep the NAL Executive Officer informed on EEO matters.

(g) Advising on procedures in discrimination complaints and serve as counselor when appropriate.

EEO Coordinating Committee and special program contacts are responsible for the following:

NAL Coordinating Committee is responsible for promoting the EEO program at NAL, working with BARC on joint projects, recommending and annual EEO program and budget, and advising the Director an EEO policy and programs at NAL.

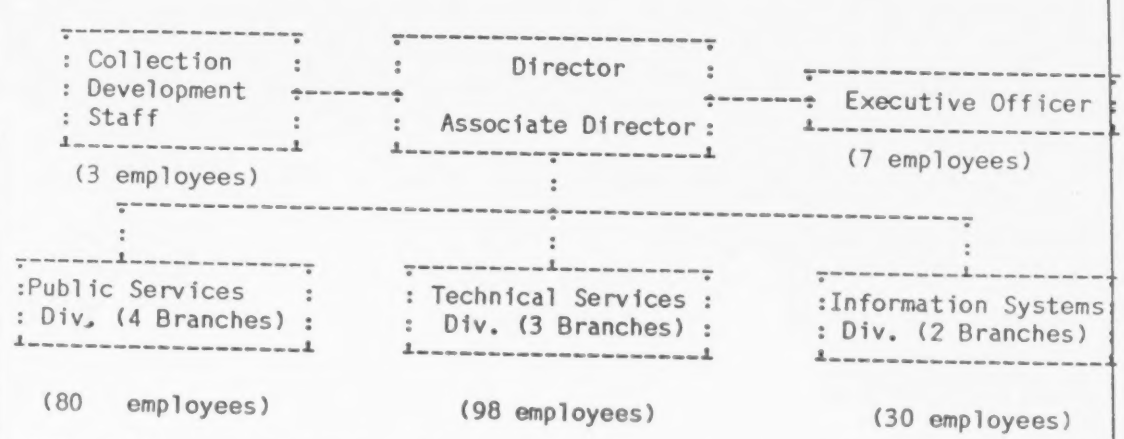
The Special Program Contacts are responsible for assisting the Executive Officer in carrying out the EEO program in their assigned areas. Examples of activities are: attending meetings, prepared data or information for reports and working with BARC EEO staff on specific projects.

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

ORGANIZATIONAL CHART

AGENCIES SHALL SUBMIT AN ORGANIZATIONAL CHART OF THEIR AGENCY AND INCLUDE A LIST OF COMMANDS, MAJOR OPERATING COMPONENTS, REGIONAL OFFICES, AND INSTALLATIONS.




NOTE: All organizational units are headquartered at Beltsville, Maryland. One small unit of the Public Services Division operates the D.C. Reference Center library.

NAL has less than 200 employees, so that a single plan logically covers all employees.

EEO assignments at NAL are collateral duties of the Executive Officer, and 3 special program contacts. The EEO Officer is provided by ARS.

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

CERTIFICATION OF QUALIFICATIONS OF EEO OFFICIALS

I CERTIFY THAT THE QUALIFICATIONS OF ALL STAFF OFFICIALS, FULL-TIME OR PART-TIME, RESPONSIBLE FOR THE ADMINISTRATION OF THE EQUAL EMPLOYMENT OPPORTUNITY PROGRAM AND AFFIRMATIVE EMPLOYMENT PROGRAM HAVE BEEN REVIEWED BY COMPETENT AUTHORITY AND MEET THE QUALIFICATION STANDARDS IN THE HANDBOOK X-118.

S T. Walker

SIGNATURE

March 10, 1988

DATE

# AFFIRMATIVE ACTION PLAN

PURDUE UNIVERSITY
WEST LAFAYETTE CAMPUS

EFFECTIVE

April 1, 1990 through March 31, 1991

# I

# INTRODUCTION

A. Identification of Establishment

Purdue is a state university located in West Lafayette, Indiana, which offers a wide range of undergraduate and graduate degree programs. It is 65 miles northwest of Indianapolis and 126 miles southeast of Chicago. The population of Tippecanoe County, which includes the cities of Lafayette and West Lafayette, is approximately 125,000. This includes the student enrollment on the West Lafayette campus, which exceeds 35,000 and the employee workforce, which is about 8,300.

As a major employer and recipient of federal contracts in excess of $52,000,000 annually, Purdue University supports and maintains an Affirmative Action Compliance Program for all employees on the West Lafayette campus. This plan is a part of that program. In addition, there are three regional Purdue campuses (Fort Wayne, Calumet, North Central) that develop and maintain their own compliance programs with support from our workforce data.

B. Purpose (41 CFR 60-2.10)

This plan is published to reaffirm and restate the University's continuing commitment to the principles of equal employment opportunity; to increase effectiveness by setting forth the action being taken and to be taken by the University and its employees concerning employment opportunities; and to provide for implementation, self-policing, and a measure for achievement through a comprehensive affirmative action program.

C. Reaffirmation of Policy (41 CFR 60-2.13(a)); (60-2.20))

At its meeting on January 21, 1970, the Board of Trustees reaffirmed and reinforced Purdue University's general policy of equal opportunity by approving a statement of policy and responsibility assignments. This statement has since been expanded to include disabled veterans, veterans of the Vietnam era, and the handicapped, thus reaching its present form:

*"It has been and will continue to be the policy of Purdue University to be an equal opportunity employer. All persons will be viewed, evaluated and treated, in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications and other characteristics relevant to the situation.*

*The University provides equal opportunity in all phases of employment and in its policies without regard to race color, religion, national origin, veteran's status, age or sex (except where age or sex is a bona fide occupational qualification). The University will not discriminate against any individual because of physical or mental handicap in regard to any position in which the individual is otherwise qualified, and shall take affirmative*

*action to employ and advance in employment women, minorities, the handicapped, disabled veterans and veterans of the Vietnam era.*

*The University promotes and reaffirms this policy through a program of positive action affecting all organizational units which are managed by, or affiliated with, Purdue University. Through this program, the University carries out the requirements of Title VI and VII of the civil rights act of 1964 (as amended by the Equal Employment Act of 1972), Federal Executive Orders 11246 and 11375, the Rehabilitation Act of 1973, the Vietnam era Veterans Readjustment Assistance Act of 1967, the Age Discrimination in Employment Act 1967 as amended, the Indiana Civil Rights Act of 1971 as amended, and all other applicable state and federal laws, guidelines, and regulations, and indicates its support of the principles of equal opportunity in employment.*

*The University will, furthermore, take affirmative action to see that these regulations and necessary activities are integrated into all University policies, procedures and practices."*

D. Equal Opportunity Objectives (41 CFR 60-2.20)

In support of this policy, specific objectives include:

1. To recruit, hire, train and promote the most qualified persons in all job classifications without regard to race, color, religion, national origin, veteran's status, or non-job-related physical or mental handicap, age, or sex (except where age or sex is a bona fide occupational qualification).

2. To make decisions within all stages of the employment process that will further the principles of equal employment opportunity.

3. To ensure that criteria for hires, promotions, transfers, selection for training or other employment benefits are job related and realistic.

4. To ensure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, sabbatical and other leaves of absence, University sponsored training, educational, and social/recreational activities, are administered without regard to race, color, religion, age, sex, national origin, veteran's status, or non-job-related physical or mental handicap.

5. To vigorously apply the principles of affirmative action to correct problems and ensure equal opportunity in areas where underutilization of women or minorities are found.

## II

# AFFIRMATIVE ACTION PLAN

A. Overview

This Affirmative Action Plan (AA plan) has been developed in accordance with the requirements of Executive Order 11246 as amended, and the implementation guidelines decreed by the Office of Federal Contract Compliance Programs. Additionally, the overall plan is adopted and implemented in good faith, in conformity with, and in reliance upon, the language of the Equal Employment Opportunity Commission Affirmative Action Guidelines (29 CFR 1608.5).

The Affirmative Action Plan describes part of Purdue University's program for compliance with federal equal opportunity and affirmative action regulations, including Executive Order 11246, as amended. The University aims to achieve equal opportunity through the efforts outlined in this plan, which comprises a set of positive, result-oriented steps; in concert with other recruiting, monitoring, and goal-setting activities, and report documents. However, all goals are voluntarily adopted in a good faith effort to support affirmative action efforts and not required by the Office of Federal Contract Compliance Program.

As a federal contractor, Purdue maintains this plan and renews it annually. It is available for inspection Monday through Friday from 8:00 a.m. - 5:00 p.m. in the office of Affirmative Action, located on the second floor of Freehafer Hall (401 South Grant Street, West Lafayette IN 47907).

B. Applicability

This Affirmative Action Compliance Plan applies to all organizational units managed or affiliated with the West Lafayette campus and the central administration of Purdue University. Each regional campus has its own separate Affirmative Action Plan. Certain other independent entities which share or utilize University facilities (including the Purdue University Research Foundation, the Purdue Alumni Association, and the Cooperative Extension Service) maintain their own compliance plans, as is appropriate.

To provide direct reference to pertinent sections of 41 CFR 60 (Chapter 41 Section 60 of the Code of Federal Regulations), citations of applicability have been listed in appendix A, separate from the main text of this plan.

The specific regulations behind this plan do not mention affirmative action for students. Thus, the concern of students are not directly addressed in this document. However, the underlying principles spelled out here also pertain to the student population, particularly those dealing with aspects of nondiscrimination in access to University programs and activities, and the accommodations provided to handicapped individuals. The resources, programs and protections available to students can best be explained by consulting the University Regulations or by contacting the Dean of Students office (317-494-1747) in Schleman Hall.

Additional University reference materials related to this plan are summarized in the Appendices, and are available but bound separately. If you have additional questions about Purdue's AA Compliance Program or about affirmative action in general, contact the Affirmative Action Office at (317-494-7253), Monday through Friday from 8:00 a.m. - 5:00 p.m.

C. Dissemination (41 CFR 60-2.13(b)); (60-2.21))

1. Internal

Purdue's AA/EEO policy set forth in this plan is annually communicated to all employees via the President's Executive Memorandum C-3. A copy of C-3 is provided for each new employee as part of the packet of introductory information.

The policy is also included in the Faculty and Staff Handbook (employee policies and procedures manual), You and Purdue (handbook for clerical and service staff), Purdue Today and Sercle (employee newspapers), the Business Procedures Manual and the Academic Procedures Manual. Furthermore, training workshops will be conducted periodically by the Affirmative Action Office and Personnel Services to discuss the policy, explain responsibilities, and describe procedures.

This policy is announced in departmental meetings, annual goal-setting meetings, and other interactions with campus organizational units. Not only will the President and senior executive staff continue to periodically emphasize this policy in meetings with administrators from all parts of the University, but these administrators, in turn, should emphasize the policy with directors of departments, divisions, offices, and other faculty and staff advisory groups, including search committees.

Equal Employment Opportunity posters will continue to be displayed in locations where employment applications are received and/or employment interviews are routinely conducted. Required posters and notices must be prominently displayed on employee and general bulletin boards in every campus building.

This Affirmative Action Compliance Plan, which contains Purdue's Policy on EEO/AA, is distributed annually to appropriate administrators at Purdue and made available at all Affirmative Action training programs.

2. External

The Director of Affirmative Action and the Equal Opportunity Officer will continue to periodically notify, verbally and in writing, organizations representing minorities, women, handicapped individuals, Vietnam era and disabled veterans, and community agencies and leaders of this policy. Additional responsibilities for external dissemination are as follows:

Each advertisement of a vacant position placed by a University employee must continue to affirm the University's commitment by stating in clearly distinguishable type: "An Equal Opportunity/ Affirmative Action Employer."

The department of Personnel Services will continue to inform all recruiting sources verbally and in writing of Purdue's affirmative action policy, and should stipulate that these sources actively recruit and refer minorities and women for all positions listed.

Special attention should be given during preparation of handbooks, brochures and other publications, to include information and pictures reflecting the participation of women, minorities and handicapped individuals in a wide range of campus activities. For this, the Office of Publications and Department of Printing Services share joint responsibility.

The Purchasing Department will continue to send written notification of the policy, including the Equal Opportunity clause, to all sub-contractors, vendors, and suppliers who anticipate doing business with the University. (Purchasing Form 15W with attachments 15A and 15B) It is also included in any advertisements issued by Purchasing.

The Facilities Planning section of the Physical Plant will continue to include the policy and Equal Opportunity clause into the general conditions of all contracts that are bid on for construction, rehabilitation, alteration, conversion, renovation, extension or repair of buildings, roadways, or other real property. When a contract is signed (AIA Form A101) those conditions are referred to under Article 7 in the contract text.

## III

## IMPLEMENTATION AND RESPONSIBILITY

(41 CFR 60-2.13(c)); (60-2.22)

A. Executive Staff

Dr. Steven C. Beering, President of Purdue University, assumes full responsibility for the successful implementation of this policy, and delegates the following authority:

Dr. John Huie, Vice President for State Relations, is designated Equal Opportunity (EO) Officer, and will continue to lead the University's overall compliance effort for faculty, staff, and students.

B. Director of Affirmative Action

Mr. Paul C. Bayless, Director of Affirmative Action, reports directly to the EO officer, and is responsible for developing, coordinating, and maintaining the University affirmative action plan for both academic and non-academic areas. This responsibility will continue to include the following duties:

1. Develop affirmative action programs, policy statements, and techniques for communicating actions externally and internally.

2. Assist organizational units in identifying problems areas related to the implementation of this plan, and assist in arriving at solutions.

3. Investigate complaints of alleged discrimination, in coordination with the Employee Relations section of Personnel Services.

4. Design and implement reporting systems that will measure the effectiveness of this plan and other equal opportunity programs.

5. Serve as liaison between Purdue University and Compliance Agencies.

6. Serve as informal liaison between Purdue University and organizations representing women, minorities, handicapped and related community groups.

7. Keep the University and administration informed of the latest developments affecting equal employment opportunity and affirmative action.

8. Continue to audit practices such as posting of required notices to ensure compliance with technical aspects of applicable federal and state regulations.

The staff of the Affirmative Action Office will assist the Director of Affirmative Action with these and other related activities.

The Director of Personnel will assist the non-academic staff (administrative, professional, clerical, and service staffs) and the Executive Vice President for Academic Affairs will assist the academic staff in implementing the affirmative action plan. These responsibilities include maintaining personnel practices consistent with the University's equal opportunity policy. Also, identifying needs and problem areas, bringing them to the attention of the executive Vice President and Treasurer, the Equal Opportunity Officer, and/or the Director of Affirmative Action, and helping to resolve such situations.

C. Line Management and Supervisors (41 CFR 60-2.22(b))

It is the responsibility of each manager and supervisor to behave in a manner that clearly reflects and supports this University policy. Whenever performance evaluations are done for individuals with management or supervisory functions, the evaluation should include their equal opportunity/affirmative action efforts and results, along with other work performance criteria.

Managers and supervisors must take action to prevent harassment of employees who have been placed in their positions through affirmative action efforts and results, along with other work performance criteria.

D. Affirmative Action Liaison Committee (AALC)

Each organizational unit on campus which is headed by a Dean or Vice President should maintain a representative on the AALC. The committee representatives are appointed by their Dean or Vice President. The committee is chaired by the Director of Affirmative Action, and reports to the EO, Dr. John Huie.

The AALC, which is charged with facilitating communications between the Affirmative Action Office and organizational units, meets monthly. Committee members assist in the planning, development, implementation and evaluation of the University's Affirmative Action Compliance Program, as it pertains to the specific organizational units which they represent. A current roster of AALC members may be found in appendix F.

E. Summary of University Action Steps

| | ACTION STEP | RESPONSIBILITY | TARGET DATE |
|---|---|---|---|
| 1. | Create Continual Awareness | | |
| a. | Distribute to all employees a copy of Executive Memo, C-3, a complete statement of Purdue University's re-affirmation of its continuing commitment to EEO. | Office of President<br>AA Office | October |
| b. | Disseminate this plan to all departments for better availability. | AA Office<br>All Departments | May |
| c. | Disseminate both EEO internal grievance procedure and posters explaining avenues of appeal available to all departments to be posted in a prominent location. | AA Office<br>All Departments | January |
| d. | Monitor University departments in obtaining commitment to equal employment opportunity from University subcontractors, suppliers and employment agencies, and from external organizations utilizing University services. | Purchasing<br>Contract Office<br>University Placement<br>Personnel Services<br>Student Employment | June |
| 2. | Strengthen Recruitment and Retention | | |
| a. | Post, within department or University all Clerical and Service vacancies, pursuant to Business Manager Memorandum No. 148. | Personnel Services<br>All Departments | Continuous |
| b. | All Administrative or professional vacancies will be posted departmentally or University wide. External postings are made dependent upon the scope of the search. See President's Executive Memorandum B-24. | Personnel Services<br>All Departments | Continuous |

| | | | |
|---|---|---|---|
| c. | Announce all faculty vacancies and full-time administrative positions having academic rank in a manner which gives members of minority groups and women equal opportunity. In most cases this will mean a listing with appropriate external agencies or associations. | AA Office<br>All Academic Dept. | Continuous |
| d. | Where Search and Screen Committees are formed, a member of the Affirmative Action Office of AA Liaison Committee will be invited to be present at a meeting to bring that committee up to date on Equal Employment Opportunity requirements for "good faith" recruitment. | AA Office<br>Affirmative Action Liaison Committee<br>All Departments | Continuous |
| e. | Monitor Hiring: | | |
| | 1. Reports specified in EEO Memo No.11 are prepared by departments and/or search committees summarizes pertinent recruitment, selection and applicant flow data. | Dean<br>Department Head | Continuous<br><br>Director |
| | 2. Audit at least 10% of hires and promotions in each staff classification. | AA Office | Continuous |
| f. | Ensure that employment tests are both job related and validated. | Personnel Services | Continuous |
| 3. | Upward Mobility | | |
| a. | Inform Clerical and Service employees of the job posting and transfer procedures, and administer transfer and promotion so as to be free of discrimination. | Personnel Services<br>All Departments | Continuous |
| b. | Encourage staff members with appropriate qualifications, experience, or degrees to apply for higher level jobs. | Personnel Services<br>All Departments | Continuous |

| | | | |
|---|---|---|---|
| c. | Ensure that training programs are available without regard to race, color, national origin, religion, sex, or age. Ensure that individuals with physical or mental disabilities are not discriminated against in training programs nor any type of position for which the individual is, or may become, qualified. | All Departments<br>Directors<br>Deans<br>Personnel Services<br>Affirmative Action Office | Continuous |
| d. | Monitor classification system for Administrative and Professional positions to assure that it is consistent with equal employment opportunity requirements. | Personnel Services | Continuous |
| e. | Ensure that all promotion and faculty tenure procedures are free from bias. | Executive Vice President for Academic Affairs<br>Executive Vice President and Treasurer<br>Regional Campus Chancellors<br>Vice President for Development<br>Director of Intercollegiate Athletics | Continuous |
| 4. | Equality in Policies and Procedures | | |
| a. | Meet and work with the AA Liaison Committee to coordinate, conduct, and monitor the Affirmative Action program in individual units. | Affirmative Action Office | Monthly |
| b. | Monitor and review changes in insurance and benefit programs to ensure there is no discrimination. | Staff Benefits and Payroll | Continuous |
| c. | Review status of all temporary employees to ensure that this employment status does not result in inequitable treatment on the basis of race, color, national origin, religion, sex, or age, or physical or mental handicaps. | Personnel Services<br>All Departments | Continuous |

| | | | |
|---|---|---|---|
| d. | Publicize the Affirmative Action Office and its function to help ensure that salaries, promotions, recruitment, hiring, tenure, etc. are not denied because of race, color, national origin, religion, sex, age, or physical or mental handicaps. | AA Office | Continuous |
| e. | Conduct faulty salary equity review to identify possible discriminatory patterns in pay. | AA Office<br>Deans | March |
| f. | Provide advice and assistance to supervisors, managers, department heads, coordination between AA Office and Personnel Services, in matters of employment practices, handling of complaints and grievances, and in matters of preventive and corrective actions for compliance with University policy, laws and regulations. | Personnel Services<br>AA Office | Continuous |
| g. | Revision of employee handbooks "You and Purdue" and the "Faculty Handbook." | Staff Benefits and Payroll<br>Personnel Services<br>University Editor | January |
| h. | Inform staff of the Affirmative Action Program. | AAO, Personnel Services | Continuous |
| 5. | <u>Educational Opportunities</u> | | |
| a. | Ensure that all educational services and programs of the University are available and open to all academically qualified individuals without any discrimination whatsoever with respect to race, color, national origin, religion, sex, age, physical or mental handicaps | Executive Vice President for Academic Affairs<br>Vice President Student Services<br>Deans<br>Athletic Director<br>Continuing Education | Continuous |

| | | | |
|---|---|---|---|
| b. | In areas where women and minority group members are few in number, departments are encouraged to develop programs to attract these individuals into undergraduate or graduate programs "to enlarge the pool" of women and minority participation. (see 41 CFR 60-2.22). | All Departments | Continuous |

# IV

# UTILIZATION ANALYSIS

(41 CFR 60-2.11); (60-2.23))

A. Job Classifications (41 CFR 60-2.11(b)); (60-2.23(a))

1. EEO-6 Categories

For the purpose of conducting meaningful workforce analyses, the University staff is first grouped by occupational duties into segments having broad similarities. These macro-groupings, called EEO-6 CATEGORIES, are defined in the "Higher Education Staff Information (EEO-6) Report for Public/Private Institutions of Higher Education" issued by the Equal Employment Opportunity Commission. The categories and their corresponding 2-digit identification codes are:

01 - Ladder (Tenure) Rank Faculty
03 - Non-Ladder Rank Instructional (Non-tenure)
04 - Student Assistants
05 - Executive, Administrative, Managerial
06 - Professional
07 - Secretarial and Clerical
08 - Technical and Paraprofessional
09 - Skilled Crafts
10 - Service and Maintenance

2. Job Groups (POCs)

Within each major category, staff are subdivided into job groups, breaking them into segments with greater similarities, based on the criteria outlined in 41 CFR 60-2.11 (b):

a. Jobs within a group must have similar content, promotional opportunities, and wage rates or salary patterns.

b. Jobs within a group should exhibit similar patterns for utilizing males, females and minorities.

c. In order to provide meaningful analyses of the university workforce, job groups should closely parallel the employment categories used in published data on the availability of minorities and women.

d. Job groups should reflect, as nearly as possible, the logical structure inherent to the organization.

e. Each job group should contain a number of employees sufficient for valid statistical analyses.

Job group definitions are developed jointly by the staff of the Affirmative Action Office and the Wage and Salary Section of Personnel Services in consultation with staffing officials in each reporting unit. The more than 1500 individual job titles in the University's salary administration system are assigned to approximately 80 job groups. Each reporting unit checks for appropriate assignment of their positions into job groups prior to the final generation of utilization (workforce) analysis summaries.

Each job group is assigned a three-digit identification code, referred to as the "POC" or Purdue Occupational Code. A synopsis of the job groups within EEO-6 categories may be found in Appendix C.

3. Special Situations

The following clarifications need to be made:

First, graduate student assistants (EEO-6 Category 04) are included in certain workforce reports primarily to account for all staff listed on the University payroll. However, goals are not set for job groups in the student assistant category because student appointments are related solely to academic programs and are not part of the normal hiring procedures.

Second, individuals appointed as visiting faculty, post-doctoral research associates, or to other non-ladder (non-tenure track) positions, are included as part of the workforce summaries, but goals are not established for this group (EEO-6 Category 3), because by definition, the positions are limited duration. They are monitored by AA FORM 7 to formulate separate applicant flow data.

B. Determination of Availability (41 CFR 60-2.11(b))

The following eight factors are considered in developing an estimate of the availability of women and minorities for each job group:

1. The minority/female population for the labor area surrounding the facility.

2. The size of the minority/female workforce as compared with the total workforce in the area surrounding the facility.

3. The percentage of minority/female workforce as compared with the total workforce in the labor area surrounding the facility.

4. The general availability of minorities/females having requisite skills in the labor area surrounding the facility.

5. The general availability of minorities/females having requisite skills in an area in which the contractor can reasonably recruit (i.e. local, regional or national depending on the job group).

6. The availability of promotable and transferrable minorities/females within the University but in other job groups and/or departments.

7. Depending on the job group, the existence of training institutions capable of training persons in the requisite skills.

8. The degree of training which is reasonable for the University to sponsor as a means of making all job classes available to minorities/women.

Availability estimates are determined in the following manner. First, data on the race and sex composition of each pool relevant to the job group in question is sought. The factors of race and sex are then weighted according to the best estimates of the proportions of hires made from each pool, so that the sum of final percent weights is 100 percent.

An estimation of the proportion drawn from each pool is done by the AAO, using input from all units having substantial numbers of staff in the job group. Then, files are built containing basic information on raw percentages and the weighting factors, which takes into consideration the required eight factors. A computer program is used to calculate weighted estimates for each job group.

In the determination of weights, the relevance and applicability of the data obtainable for each pool is an important consideration. Specifically, if the source combines several disciplines because of the small total numbers involved in each, and the proportions of each protected class in the different disciplines are widely spread, the reliability of the source to reflect the true composition of the pool is clearly in question. In such cases, the weighting of that pool would be lowered and the weighting of a more accurate pool would be increased, until better data becomes available.

The availability estimates, once they are computed, give us participation standards against which to measure proportions of females and minorities in each job group in our workforce. This becomes the utilization analysis.

C. Utilization Analysis (41 CFR 60-2.12, 2.13(e))

A comparison of Purdue's workforce with the available labor market is examined. This study is performed annually by the director of Affirmative Action and the AAO staff, working with the Personnel Services Staff and the AALC representatives from each organizational unit.

In every area where a deficiency is found, goals are set. Separate goals are set for minorities and women.

When developing these goals, consideration is given to such things as the availability of basically qualified or qualifiable applicants, and the number of employment opportunities anticipated during the relevant time period.

Appendix D summarizes the goals established for the 1989-90 AAP year. For convenience, the tables also display the number of women and/or minorities required to achieve full utilization.

1. Faculty Areas Goals

For faculty, the utilization analysis will determine whether minorities and/or women are underutilized in the various academic departments. Ladder rank (tenure track) are considered separately from non-ladder rank, because no goals are set for non-ladder rank faculty.

2. Non-Faculty Areas Goals

Goals are established for all non-faculty job groups across each individual unit where there is underutilization of minorities and/or women. These are compiled to produce campus wide goals. Both personnel services and each unit are made aware of unit and campus goals to be considered in their hiring efforts.

D. Dissemination of Goals to Units (41 CFR 60-2.12, 2.13(e))

Following the generation of the utilization analysis programs in the fall, the AA office will meet with the head of each reporting unit to discuss the results and strategies for improvement based on the progress of the previous years annual goals and the new underutilization profile. Each dean and vice president indicates by signature his or her acceptance of unit goals and responsibility for their achievement. In follow-up, they submit their plan of action to accomplish these goals, which is referred to as a Unit Action Plan (bound separately).(SEE SECTION VII E).

Goals are also disseminated by the following methods:

1. Goals for each job group are entered into the master computer files of Personnel Services. The applicant retrieval system (PARS) is triggered by this information so as to conduct a special search of the applicant pool to ensure that qualified women or minorities are referred to the hiring supervisor(s) for each job group where underutilization exists.

2. Reports containing the goals pertinent to each organizational unit are sent to the respective AALC members for distribution to all department heads and hiring supervisors.

E. Corporate Selection Decisions (41 CFR 60-2.13 (e); (60-2.12))

Purdue is a multi-site University system which includes the regional campuses of Fort Wayne, Calumet, and North Central. While these campuses function with a degree of autonomy, as granted by the Board of Trustees, hiring decisions for certain high level positions are made from the President's or Executive Vice President and Treasurer's office in West Lafayette. When a vacancy occurs in the office of Chancellor, the faculty senate of each campus elects a committee to aid the President in filling the vacancy. Typically this committee will assist in the recruitment of candidates, will be involved in the interviewing process, and ultimately make a recommendation to the President with regard to their ranking of the candidates. The President then submits a recommendation for final approval by the Board of Trustees.

The appointment of the chief business officer of each regional campus is a shared hiring decision. Each of the chief business officers, who hold the title of Vice Chancellor, has a joint appointment with, and reports directly to, the Chancellor of the respective campus and the Executive Vice President and Treasurer who is located at the West Lafayette campus. Recruitment, interviewing, and selection activities are mutually coordinated between the campuses.

The affirmative action analysis of recruitment efforts for these positions are addressed at the West Lafayette campus. The availability statistics used for setting goals are the same as for comparable executive positions in West Lafayette and reflect national statistics. The following table includes those positions which reflect corporate selection decisions and the current utilization statistics:

| | Total | Men | Women | Minorities |
|---|---|---|---|---|
| Fort Wayne | | | | |
| Chancellor | 1 | 0 | 1 | 0 |
| Vice Chancellor for Financial Affairs | 1 | 1 | 0 | 0 |
| Calumet | | | | |
| Chancellor | 1 | 1 | 0 | 0 |
| Vice Chancellor for Administrative Services | 1 | 1 | 0 | 0 |
| North Central | | | | |
| Chancellor | 1 | 1 | 0 | 0 |
| Vice Chancellor of Administration | 1 | 1 | 0 | 0 |
| Total | 6 | 5 | 1 | 0 |
| Current Utilization | | | 16.7% | 0.0 |
| Availability Estimate | | | 14.5% | 5.1 |
| Underutilized | | | No | Yes |

Indiana University - Purdue University at Indianapolis (IUPUI) presents a special situation with regard to corporate selection decisions. Indiana University has the authority and responsibility to manage and operate IUPUI including the employment of all faculty and staff members. This includes those who function in the Purdue mission schools of Science and Engineering. Purdue reserves the authority to approve the Dean of each school, in its mission areas, prior to an employment offer being extended. By mutual agreement, Indiana University maintains the responsibility for affirmative action analysis and reports and oversees efforts for the campus of IUPUI.

# IX

# COMPLIANCE GUIDELINES

Executive Memorandum C-3, issued by Purdue University's Office of the President, explains and summarizes the University's commitment to the following areas and provides guidelines for the administration of policies.

A. Sex Discrimination Guidelines (41 CFR 60-2.13(h)); (41 CFR Part 60-20)

It will continue to be the policy of Purdue University not to discriminate on the basis of sex in any term or condition of employment, including training and promotional opportunities, benefits, wages and hours.

Vigorous recruitment efforts will be made to attract qualified female applicants to all job levels, particularly in areas which have an affirmative action goal or which have shown historical patterns of female underutilization. All employment practices apply equally to members of either sex. No difference is made between males and females in terms of retirement age for any job.

Women are not penalized in their employment because of marital status or time spent away due to childbearing or related medical conditions which are treated the same as any other disability, and same or equal status is guaranteed upon return from such leave.

Equal Opportunity Memorandum no. 12, "Non-discrimination in Employment Practices on the Basis of Sex", provides guidelines for the administration of these policies. Furthermore, Purdue's Executive Memorandum B-65 specifically spells out the University's policy on sexual and other forms of harassment. Harassment on the basis of gender or sexuality will not be tolerated. The Affirmative Action Office, Employee Relations, and Department of Personnel Services all offer counselling for employees with these or related concerns.

B. Religion/ National Origin Guidelines (41 CFR Part 60-50)

Purdue University's equal employment opportunity policy will continue to cover discrimination on the basis of religion or national origin. Any allegations or evidence of such mistreatment will be investigated thoroughly. Confidential counselling is available from the Affirmative Action Office.

University hiring guidelines expressly state that these characteristics are to have no bearing on any aspect of the employment process, and in fact should not be explored with an applicant in any job search, interview, or informal conversation.

Equal Employment Memorandum no. 13, "Non-discrimination on the Basis of Religion or National Origin", explains the University's commitment to these ideals and provides guidelines for the administration of this program. The AAO periodically reviews grievance files to ensure that all employees and applicants are receiving fair treatment. Outreach efforts are implemented to further assure that this policy is understood by employees, applicants, and potential applicants.

The University attempts to accommodate the religious beliefs, observances and practices of employee or prospective employees in all cases except those which would cause undue hardship on the University because of financial or other costs, business necessity, or directly resulting personnel problems which are otherwise insolvable.

C. Disabled and Vietnam Era Veterans (41 CFR Part 60-250)

Purdue University's Affirmative Action Program for otherwise qualified disabled veterans and veterans of the Vietnam Era is a separately bound document. It is a commitment to employ and advance in employment such individuals, and a plan for fulfilling this commitment. This program is also a statement of compliance with Section 402 of the Vietnam Era Veteran's Readjustment and Assistance Act of 1974.

This program for veterans is periodically reviewed and updated, and any significant changes are communicated to employees and applicants.

The University invites all applicants and employees who believe themselves to be covered under this plan to identify themselves as such. Specific procedures for this are spelled out in the complete written Affirmative Action Plan for Veterans of the Vietnam Era, which is maintained by the AAO and available for inspection at the AAO in Freehafer Hall, 401 Grant Street, West Lafayette, Monday-Friday, from 8:00 a.m. to 5:00 p.m.

D. Handicapped Discrimination Guidelines (41 CFR Part 60-741)

Purdue University's Affirmative Action Program for the Handicapped is a separately bound statement of commitment to employ and advance in employment otherwise qualified physically or mentally handicapped individuals, and a plan for fulfilling this commitment. This program is also a statement of compliance with Section 503 or the Rehabilitation Act of 1973.

This program for the handicapped is periodically reviewed and updated, and any significant changes are communicated to employees and applicants.

The University invites all applicants and employees who believe themselves to be covered under this plan to identify themselves as such. A specific public pronouncement of this ongoing opportunity for handicapped self-identification is made each year during NETH Week. Details for this procedure are spelled out in the complete written Affirmative Action Plan for the Handicapped, which is maintained by the AAO and available for inspection at the AAO in Freehafer Hall, 401 Grant Street, West Lafayette, Monday-Friday, from 8:00 a.m. to 5:00 p.m.

E. Age Discrimination Guidelines (29 FR 2477)

In accordance with: The Age Discrimination in Employment Act of 1967 (as amended), The Age Discrimination Act of 1975, and Executive Order 11141, it will continue to be the policy of Purdue University not to discriminate on the basis of age in any term or condition of employment, including training and promotional opportunities, benefits, wages, terminations, and hours.

University of Toronto **Human Resources Department**

# Employment Equity Policy

## POLICY STATEMENT

### Principles

The Employment Equity Policy, approved by the Governing Council of the University of Toronto in March 1986, is as follows:

**Employment Equity can be defined as employment practices designed to eliminate discriminatory barriers that interfere unreasonably with employment options, and to provide access to the fullest opportunity to exercise individual potential.**

**The University will not under any circumstances permit employment practices and procedures in contravention of the *Ontario Human Rights Code, 1981*, which prohibits discrimination in employment on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, handicap, age, family status, marital status, or record of offences. In addition, as a matter of University policy, discrimination on the basis of sexual orientation is also prohibited. The University's Human Resources Department can provide clarification concerning the application of the legislation and policy in any particular circumstances.**

**The University reaffirms its commitment to equal opportunity in employment in that all present and potential staff members shall receive equitable treatment and consideration. For present staff members this includes access to preparation and opportunities for transfer, promotion, and advancement within the University. This commitment is consistent with good management practice for long-term planning, effective use of human resource potential, and the recognition of individual merit and achievement.**

### Objectives

The Employment Equity Policy of the University of Toronto has three objectives. They are:

**1) To regard individual merit as the prime criterion for the treatment of present staff members and the employment of prospective staff.**

**2) To ensure that all staff members are encouraged to develop their abilities and aspirations without being subject to discrimination, and without barriers which may result however unintentionally from policies, behaviour, or attitudes.**

**3) To achieve a more heterogeneous distribution and balance (with respect, for example, to gender and minority groups) in staff complement across ranks or job levels, and employment categories.**

The Policy seeks to establish employment equity at the University of Toronto not through the imposition of quotas, but through the achievement of results. Specific employment equity plans will be designed to meet the individual needs and circumstances of the University's academic and administrative divisions.

## IMPLEMENTATION

The maintenance of an environment that encourages individual initiative and effective use of human resources is the collective responsibility of Governing Council, the University's central and divisional administrations, and the Human Resources Department. Responsibilities for the successful development and implementation of any staff policy are not exercised independently, but require the interaction and co-operation of all those involved.

To provide direction and act as a primary resource, the University has appointed an Employment Equity Co-ordinator, whose responsibilities are to initiate and support programs and activities to give effect to the Employment Equity Policy of the University of Toronto. These responsibilities will include a review of existing policies, practices and procedures, recommending innovation and amendment where appropriate; collecting, analysing and reporting relevant data; co-ordinating the implementation of new and revised programs and activities and developing measures for their monitoring and assessment.

The commitment of the University of Toronto to the implementation of employment equity is an institutional commitment. It will only be through combined and united efforts, over time, that this institutional commitment can be honoured.

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Full text of the Employment Equity Policy is printed in the Manual of Staff Policies, code number 2.01.03, 1986.

G.E. Connell
President



BEST COPY AVAILABLE

| Section: GENERAL | Code Number: 2. 01. 03 |
|---|---|
| Item: Employment Equity Policy | Page: 1 of 2 |
| Governing Council Policy Approval Date: March, 1986 | |
| Manual Issue Date: April, 1987 | Replacing: May, 1986 |

## 1. INTRODUCTION

Employment equity can be defined as employment practices designed to eliminate discriminatory barriers that interfere unreasonably with employment options, and to provide access to the fullest opportunity to exercise individual potential.

The University will not under any circumstances permit employment practices and procedures in contravention of the Ontario Human Rights Code, 1981, which prohibits discrimination in employment on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, handicap, age, family status, marital status, or record of offences. In addition, as a matter of University policy, discrimination on the basis of sexual orientation is also prohibited. The University's Human Resources Department can provide clarification concerning the application of the legislation and policy in any particular circumstances.

The University reaffirms its commitment to equal opportunity in employment in that all present and potential staff members shall receive equitable treatment and consideration. For present staff members this includes access to preparation and opportunities for transfer, promotion, and advancement within the University. This commitment is consistent with good management practice for long-term planning, effective use of human resource potential, and the recognition of individual merit and achievement.

## 2. OBJECTIVES

The objectives of the Employment Equity Policy are:

- To regard individual merit as the prime criterion for the treatment of present staff members and the employment of prospective staff;

- To ensure that all staff members are encouraged to develop their abilities and aspirations without being subject to discrimination, and without barriers which may result however unintentionally from policies, behaviour, or attitudes;

. To achieve a more heterogeneous distribution and balance (with respect, for example, to gender and minority groups) in staff complement across ranks or job levels, and employment categories.

3. IMPLEMENTATION

a) The University will take the following steps to act on its commitment and concern:

. Communicate this Policy, and programmes and procedures that will be developed under it, to all University staff members, including supervisors who will be responsible for its implementation;

. Foster and endorse behavior that advances employment equity;

. Examine and alter as necessary any policies and practices that have the result of unreasonably preventing or limiting the provision of equality in employment in hiring, promotion, remuneration, training or working conditions;

. Recognize, in addition to educational qualifications, other forms of training and skills gained through experience and a record of accomplishment in other endeavours;

. Monitor University documents and other official communications to ensure that they are free of discriminatory language, and sex-role or other stereotyping.

b) While remaining alert and sensitive to the issue of employment equity for all, the University has an immediate and special concern with the role and experience of female staff. Without diluting its commitment to individual merit as the prime criterion, the University will undertake a number of positive initiatives in the short-term to enhance and diversify the participation of women.

These will include:

. Identifying and analyzing employment categories and organizational units in which women are significantly over- or under-represented;

. Improving development opportunities to assist qualifiable women to compete on equitable terms for available positions;

. Seeking out well-qualified women to enlarge the pool of potential candidates for recruitment and promotion into employment levels and categories in which females are currently under-represented.

c) The results of initiatives undertaken pursuant to a) and b) above will be documented and reported on a regular basis to measure progress toward approved goals and objectives consistent with the spirit of this Policy.

Issue Date: April, 1987

# UNIVERSITY OF TORONTO

# EMPLOYMENT EQUITY ACTION PLAN

## ANNUAL REPORT — 1988 - 1989

## INTRODUCTION

The University of Toronto supports and is actively committed to the achievement of employment equity. In the employment of staff, the University tries to ensure not only the highest quality of teaching, research and administrative support, but also an environment which actively promotes the equitable treatment of all employees. Employment equity is recognized as an institutional commitment which requires combined and united efforts to be achieved.

In the Fall of 1988, the University's Employment Equity Action Plan was released. The format of this Annual Report is similar to that of the Action Plan. One should refer to the Plan for a fuller description of the concept of employment equity and of employment equity activities undertaken prior to the Plan's release.

When the term employment equity was introduced in the Abella Report in 1984, it was defined as "a strategy designed to obliterate the present and the residual effects of discrimination and to open equitably the competition for employment opportunities to those arbitrarily excluded. It requires a 'special blend of what is necessary, what is fair and what is workable'".

The University's Employment Equity Policy was approved by Governing Council in March of 1986. It defines employment equity for the University as employment policies and practices:

- to prevent unfair discriminatory barriers that hinder individuals from fully participating in the workplace;
- to ensure fair and equitable treatment of current and prospective staff.

These concepts are reflected in the three objectives of the Policy:

- to regard individual merit as the prime criterion for the treatment of present staff and the employment of prospective staff;
- to ensure that all staff members are encouraged to develop their abilities and aspirations;
- to achieve a more heterogeneous distribution and balance in staff complement across ranks or job levels and employment categories.

The focus of employment equity at the University is on four specific groups: women, members of visible minorities, aboriginal people of Canada and persons with disabilities. The government requirements affecting the University also have this same focus:

- the Federal Contractors Program (FCP), in which the University became a participant in September of 1986;
- the contract compliance program of the City of Toronto, for which the first report is to be submitted in the Fall of 1989.

The provincial government has to date required statistics on hiring by male and female only. Provincial requirements for implementing employment equity are expected in the near future, but it is not known whether they will have the same focus and form as the requirements of the other two levels of government.

Employment equity is about change and there will be varying degrees of understanding or readiness to accept it. Programs to implement employment equity must fit the culture and environment of the University, must meld with the values and beliefs that shape our mission, structure, systems and processes. The University's primary purpose relates to the acquisition, preservation and transmission of knowledge and to fulfill this purpose, it must attract the best and brightest students, faculty and administrative staff.

The release of the Action Plan in the Fall of 1988 signalled the University's continuing and increasing commitment to the achievement of employment equity. The Action Plan defines the means by which the University will implement employment equity. Since many of the initiatives the University will undertake are also found in the FCP criteria, it was appropriate to incorporate them in the University's Plan.

## ACTION PLAN OUTLINE

Phase I - Institutional Readiness

- Step 1: Preparation
- Step 2: Analysis

Phase II - Assessment and Implementation of Change

- Step 3: Development of the Employment Equity Plan
- Step 4: Implementation of the Employment Equity Plan

Phase III - Maintenance of Change

- Step 5: Evaluation and Monitoring

## STATUS REPORT

### PHASE I - INSTITUTIONAL READINESS

#### Step 1: Preparation

- Establish senior level commitment
- Develop an Employment Equity Policy
- Assign senior staff and resources
- Establish communication resources
- Establish agreed-upon criteria for success

#### Step 2: Analysis

- Conduct workforce survey to collect human resources information
- Evaluate current workforce information
- Review formal and informal human resources employment policies and practices to identify barriers to employment equity

### STATUS

With the exception of the last component, Step 1 has been completed and is described in the Action Plan.

Step 2 comprises two components for an internal analysis of the University: assessment of the numbers (quantitative) and assessment of the policies and practices (qualitative).

A quantitative review requires collecting data on the participation of designated group members in the University's workforce by occupational group and salary level. Such a profile can:

- identify possible problems and successes regarding the distribution of designated group members;
- indicate if, and suggest where, barriers may exist;
- provide the context and rationale for developing employment equity goals and timetables;
- establish a baseline against which to measure progress.

The survey to collect this information on the University's workforce was the major project for the 1988-89 academic year. In an institution as large and decentralized as the University of Toronto, the planning process was extremely intensive and extensive.

In the Fall of 1988 the Employment Equity Co-ordinator called together an Advisory Task Force made up of representatives from the three campuses. Chaired by the Co-ordinator, the Task Force helped plan the survey and its distribution, including development of the documents to be included in the

survey kit: an explanatory letter from President Connell, a series of questions and answers about the survey and the use of the information collected, and an Assurance of Confidentiality outlining the safeguards developed to protect staff rights and information. A copy of the kit may be obtained from the Co-ordinator.

In early 1989, the Co-ordinator met with the heads of academic and administrative divisions to explain the survey and request the appointment of co-ordinators from their divisions. The co-ordinators assisted with the distribution of survey kits in their divisions and acted as a resource to staff as they completed the questionnaire.

Survey kits were delivered to just under 9,000 employees in nearly 300 departments across three campuses during Survey Week, March 27 to 31, 1989. Since that time, everyone joining the University is being asked to complete the same questionnaire. Adding data about new staff and deleting data of those who leave the University enables the University to maintain a current and accurate picture of its workforce without having to repeat the survey.

About two-thirds of staff participated in the survey by returning their completed questionnaires. Preliminary analyses of the information are attached in Appendix "A". There are five reports: one for overall response rates, one for all staff, and one for each staff group (faculty and professional librarians, non-union administrative staff and unionized staff). The following chart provides a summary of overall University results of those who responded and whose questionnaires provided useable information.

| | All staff who Responded | Faculty and Professional Librarians | Administrative Staff | Unionized Staff |
|---|---|---|---|---|
| Total Responses | 100.0% | 36.3% | 49.7% | 14.0% |
| Women | 51.4% | 29.5% | 69.8% | 43.0% |
| Aboriginal People of Canada | 0.3% | 0.2% | 0.3% | 0.5% |
| Members of Visible Minorities | 14.6% | 8.6% | 18.5% | 18.6% |
| Persons with a Disability | 4.9% | 4.6% | 4.6% | 7.3% |

The staff who have not yet responded will be contacted in a follow-up to the survey planned for the Fall of 1989. Data in the reports to be generated after the follow-up will be used to establish a baseline against which the University can measure its progress in achieving employment equity.

The second component of the internal analysis is qualitative. A qualitative assessment requires the review of formal and informal employment policies and practices to identify any barriers to equality of opportunity and results. The review would examine:

- recruitment: advertising and selection;
- compensation: salary administration and benefits;
- staff planning and development: training and preparation for career advancement, career development and staff planning programs;
- working conditions and climate.

Conducting this review is a major project for the 1989-90 academic year. The results of the review, together with the results of the workforce survey, will lead to completing the remaining component of Step 1, developing criteria for successful implementation of employment equity, and beginning the first component of Step 3, developing related University objectives.

## FUTURE INITIATIVES

University employment equity objectives must be realistic, practical, achievable and consistent with other institutional priorities. A framework must also be identified within which these objectives can be translated into goals and timetables. Extensive internal consultation will be sought during development of the framework, in order that the unique qualities of individual divisions and of academic and administrative staff (union and non-union) can be taken into account.

Elaboration of the steps in Phases II and III of the Action Plan follow. The components of each step indicate the direction of the University's initiatives in future years.

### PHASE II - ASSESSMENT AND IMPLEMENTATION OF CHANGE

#### Step 3: Development of the Employment Equity Plan

- Establish University employment equity objectives
- Identify a framework within which to translate University objectives into goals and timetables
- Design new or modified human resource employment policies and practices to correct identified barriers to employment equity
- Develop special measures and reasonable accommodations
- Determine monitoring and accountability mechanisms

Step 4: Implementation

- Assign divisional responsibility and accountability
- Support implementation of the Employment Equity Plan with continuing communication strategy

PHASE III - MAINTENANCE OF CHANGE

Step 5: Evaluation and Monitoring

- Report on progress to the community, and externally, as required
- Establish feedback and problem-solving mechanisms
- Carry out regular orientation and training programs for supervisors
- Maintain and update human resources information
- Make adjustments and refinements to program as required

The concept and the implementation of employment equity are vital components of overall human resource management. Implementation of employment equity is the collective responsibility of the University's central and divisional administrators and the Human Resources Department.

## MAJOR PROJECTS FOR 1989-90

1) Conduct the follow-up to the workforce survey and continue analysis of the results.

2) Conduct the assessment of employment policies and practices.

3) Develop criteria for successful implementation of employment equity and related University objectives.

Mary Lynne McIntosh

Mary Lynne McIntosh
Employment Equity Co-ordinator
November 22, 1989

## Report 1 - Response Rates

### University

| | Total | Percentage |
|---|---|---|
| Number of employees surveyed | 8,641 | 100.0% |
| Number of employees who responded | 5,468 | 63.2% |

### Staff Groups

| | Total | Percentage |
|---|---|---|
| Number of employees who responded | 5,468 | 100.0% |
| Number of faculty/professional librarians who responded | 1,985 | 36.3% |
| Number of administrative staff who responded | 2,718 | 49.7% |
| Number of unionized staff who responded | 765 | 14.0% |

Office of the Employment Equity Co-ordinator
Nov. 22, 1989

Report 2 - All Staff

| | Total | Number of Males | Males as a % of Total | Number of Females | Females as a % of Total |
|---|---|---|---|---|---|
| Number of employees | 8,641 | 4,662 | 54% | 3,964 | 46% |
| Number of employees who responded (63.2% response rate) | 5,468 | 2,655 | 49% | 2,813 | 51% |
| Number of employees who are aboriginal people of Canada | 15 | 6 | 40% | 9 | 60% |
| Number of employees who are members of a visible minority | 814 | 357 | 44% | 457 | 56% |
| Number of employees with a disability | 273 | 158 | 58% | 115 | 42% |

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Office of the Employment Equity Co-ordinator
Nov. 22, 1989

Report 3 - Faculty/Professional Librarians

| | Total | Number of Males | Males as a % of Total | Number of Females | Females as a % of Total |
|---|---|---|---|---|---|
| Number of faculty/professional librarians | 3,439 | 2,573 | 75% | 860 | 25% |
| Number of faculty/professional librarians who responded (57.7% response rate) | 1,985 | 1,399 | 70% | 586 | 30% |
| Number of faculty/professional librarians who are aboriginal people of Canada | 3 | 3 | 100% | 0 | 0% |
| Number of faculty/professional librarians who are members of a visible minority | 170 | 126 | 74% | 44 | 26% |
| Number of faculty/professional librarians with a disability | 91 | 71 | 78% | 20 | 22% |

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Office of the Employment Equity Co-ordinator
Nov. 22, 1989

Report 4 - Administrative (non-union) Staff

| | Total | Number of Males | Males as a % of Total | Number of Females | Females as a % of Total |
|---|---|---|---|---|---|
| Number of administrative staff | 3,827 | 1,273 | 33% | 2,546 | 67% |
| Number of administrative staff who responded (71.0% response rate) | 2,718 | 820 | 30% | 1,898 | 70% |
| Number of administrative staff who are aboriginal people of Canada | 8 | 0 | 0% | 8 | 100% |
| Number of administrative staff who are members of a visible minority | 502 | 164 | 33% | 338 | 67% |
| Number of adminintrative staff with a disability | 126 | 53 | 42% | 73 | 58% |







Office of the Employment Equity Co-ordinator
Nov. 22, 1989

Report 5 - Unionized Staff

| | Total | Number of Males | Males as a % of Total | Number of Females | Females as a % of Total |
|---|---|---|---|---|---|
| Number of unionized staff | 1,375 | 816 | 59% | 558 | 41% |
| Number of unionized staff who responded (55.6% response rate) | 765 | 436 | 57% | 329 | 43% |
| Number of unionized staff who are aboriginal people of Canada | 4 | 3 | 75% | 1 | 25% |
| Number of unionized staff who are members of a visible minority | 142 | 67 | 47% | 75 | 53% |
| Number of unionized staff with a disability | 56 | 34 | 61% | 22 | 39% |



Office of the Employment Equity Co-ordinator
Nov. 22, 1989

# AFFIRMATIVE ACTION PROGRAM GOALS

UNIVERSITY OF CALIFORNIA, BERKELEY

ANNUAL ACADEMIC AFFIRMATIVE ACTION PLAN UPDATE

1987-88

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## I INTRODUCTION

The 1986-89 Academic Affirmative Action Plan states the University's ongoing commitment to the goals of affirmative action and sets in motion a three year plan for further progress in this area. The purpose of this Annual Affirmative Action Plan Update is to provide a progress report on the implementation of the 1986-89 AAAP. This AAAAP Update is therefore a limited document which should only be reviewed in conjunction with the 1986-89 AAAP. Reference to the 1986-89 AAAP should be made for details regarding the university's policy on affirmative action, Berkeley's three year plan, responsibilities for affirmative action implementation, and other aspects of Berkeley's affirmative action program.

## II 1987-88 APPOINTMENT GOALS

### LADDER-RANK FACULTY

For 1987-88, the ladder-rank goal for the campus as a whole is to appoint females and minorities in proportion to their availability. The annual placement rate is 26.3% for females and 10.3% for minorities. In addition to these annual goals, the campus will continue to work toward its three year appointment goals.

### LIBRARIANS

Four Librarian appointments are expected in the 1987-88 academic year, and the one year interim goal for Librarians is three females based on an expected placement rate of 80.2%.

### RESEARCHERS, SPECIALISTS, AND POSTGRADUATE RESEARCHERS

No goals are set in this major job group for the 1987-88 academic year because in no instance do the annual expected placements of protected groups amount to as much as 1.00 FTE.

### VICE CHANCELLORS, PROVOSTS, DEANS, DIRECTORS, AND DEPARTMENT CHAIRS

The 1987-88 appointment goals for this major job group are defined as the percentages expressed by the availability proportions. The expected placement rates are 10.4% for females and 9.3% for minorities.

## III. 1986-87 APPOINTMENT GOAL ATTAINMENT

### LADDER-RANK FACULTY

Sixty-three ladder-rank appointments were made in 1986-87; this resulted in goals of twelve females and five minorities based on annual placement rates for the campus as a whole of 21.5% for females and 10.3% for minorities. Both of these goals were met with the appointments of fifteen females and ten minorities.

### LIBRARIANS

For the major job group of Librarians, six appointments were projected with a goal of four females based on an expected placement rate of 80.2%. Since only one appointment actually was made, there was no revised goal for females.

### RESEARCHERS, SPECIALISTS, AND POSTGRADUATE RESEARCHERS

This major job group had no goals for the 1986-87 academic year because in no instance did the annual expected placements of underutilized protected groups amount to as much as 1.00 FTE.

University of California at Riverside

RIVERSIDE: OFFICE OF THE CHANCELLOR
RIVERSIDE, CALIFORNIA 92521

October 27, 1988

ALL MEMBERS OF THE UCR COMMUNITY

At the beginning of my second new and challenging academic year as Chancellor of UCR, I am proud to restate and reemphasize our campus philosophy and principles, and mine, for equal opportunity and affirmative action.

On behalf of the University of California, Riverside, I pledge anew to support and implement our policy and practice of equal employment opportunity and affirmative action, which assures every individual in our academic community that employment decisions will be made without regard to race, color, sex, religion, national origin, sexual orientation, age, physical or mental handicap, status as a Vietnam era or disabled veteran, medical condition, ancestry, marital status or citizenship. Our Affirmative Action Plan, approved by the federal government, includes goals and timetables for hiring minorities and women into job groups in which they are currently under-utilized. Copies of the Plan and subsequent annual Updates of the Plan are available in the Rivera Library.

Every employment decision must be based solely on an individual's qualifications for the position without regard to race, color, sex, religion, national origin, sexual orientation, age, physical or mental handicap, status as a Vietnam era or disabled veteran, medical condition, ancestry, marital status, or citizenship. The foregoing principles are applied to all personnel decisions, including recruitment, hiring, training, merit, promotion and separation. Policy also demands the maintenance of a working and learning environment for everyone which provides freedom from abusive, intimidating or offensive behavior on the part of administrators, faculty, staff or students. In this respect, everyone must understand that harassment of any type will not be tolerated, and the term includes derogatory ethnic, racial, religious, ageist, or sexist remarks as well as unwelcome sexual advances.

The University's policy of affirmative action necessitates continuing commitment to designing, developing and implementing programs and activities that insure affirmative action progress. Every person responsible for making employment decisions is involved in achieving these objectives.

The basic responsibility for monitoring the effectiveness of equal employment opportunity policies and affirmative action efforts has been assigned to UCR's Affirmative Action Officer: Peggy Kerley, the Cottage, X5604.

These matters are of growing importance and should be considered by everyone. The elimination of harassment and the achievement of a representational work force are dependent on our continuing commitment to these efforts. Again this year, I urge those of you with innovative or creative suggestions for ways in which we might achieve the diversity so vital to our future to outline your ideas and send them on to me.

We are in the early weeks of the 1988-89 academic year, and it is an appropriate time to recommit ourselves to the positive ideals and important goals of our Affirmative Action Plan all of which contribute to the vitality and well-being of our University community.

Rosemary S. J. Schraer
Chancellor



UNIVERSITY OF CALIFORNIA—(Letterhead for interdepartmental use)

Summary of Long-term Goals and Timetables for Eliminating Underutilization in Staff Job Groups

| Job Group | Protected Group | Long-term Goal | Timetable |
|---|---|---|---|
| Executive Program [AA] | Women | 3 | 6+ years |
| Executive Program [AA] | Black | 1 | 6+ years |
| Managers MAP [AB] | Women | 5 | 6+ years |
| Managers MAP [AB] | Hispanic | 2 | 6+ years |
| Managers MAP [AB] | Total Minorities | 2 | 6+ years |
| Other Officials [AZ] | Blacks | 2 | 6+ years |
| Other Officials [AZ] | Asians | 1 | 6+ years |
| Other Officials [AZ] | Total Minorities | 2 | 6+ years |
| Student Services [BA] | Native Americans | 1 | 6+ years |
| Commun. Arts & Graphics [BB] | Women | 1 | 3 years |
| Engineering & Allied Serv [BC] | Asians | 1 | 6+ years |
| Engineering & Allied Serv [BC] | Total Minorities | 1 | 6 years |
| Fiscal Mgmt. & Staff Serv. [BD] | Women | 6 | 2 years |
| Fiscal Mgmt. & Staff Serv. [BD] | Native Americans | 1 | 6+ years |
| Science Lab & Allied Serv. [BI] | Blacks | 3 | 6+ years |
| Science Lab & Allied Serv. [BI] | Hispanics | 3 | 3 years |
| Science Lab & Allied Serv. [BI] | Native Americans | 1 | 6+ years |
| Professional MAP [BZ] | Hispanic | 1 | 6+ years |
| Eng. & Science Tech. [CB] | Hispanic | 4 | 4 years |
| Eng. & Science Tech. [CB] | Native American | 1 | 6+ years |
| Other Tech. [CA/CC] | Hispanic | 1 | 3 years |
| Other Tech. [CA/CC] | Total Minorities | 1 | 2 years |
| Clerical/Administrative [DA] | Native Americans | 1 | 3 years |
| Library Assistants [DB] | Native Americans | 1 | 4 years |
| Mail/Storekeepers/Ushers [DC] | Women | 1 | 3 years |
| Mail/Storekeepers/Ushers [DC] | Hispanic | 2 | 6+ years |
| Mail/Storekeepers/Ushers [DC] | Total Minorities | 1 | 4 years |
| Communication/Machine Op. [DD] | Women | 1 | 1 year |
| Communication/Machine Op. [DD] | Hispanics | 3 | 6+ years |
| Oper. & Maint./Repro. Ser [EA/EB] | Women | 2 | 6+ years |
| Marine/Auto/Aircraft Mtc. [EC] | Women | 1 | 6+ years |
| Marine/Auto/Aircraft Mtc. [EC] | Hispanic | 2 | 6+ years |
| Marine/Auto/Aircraft Mtc. [EC] | Total Minorities | 2 | 6+ years |
| Semi-Skilled Oper. [FA] | Women | 7 | 6+ years |
| Semi-Skilled Oper. [FA] | Native Americans | 1 | 6+ years |
| Laborers [GA] | Hispanics | 4 | 4 years |
| Laborers [GA] | Total Minorities | 1 | 1 year |
| Cleaning Serv. Workers [HB] | Hispanics | 8 | 6 years |
| Cleaning Serv. Workers [HB] | Native Americans | 1 | 6+ years |
| Protective Serv. Workers [HC] | Women | 2 | 6+ years |

Status of Efforts to Meet Short-term Goals based on the October 31, 1985 Utilization Analysis, as set forth in the Affirmative Action Update of 15 July 1986.

1. One-year Goals -- Academic Employees

There was a one-year goal to hire one women as an assistant professor in the Professional Schools. There was only one hire of an assistant professor in the Professional Schools, a White man; thus efforts will continue, dependent on openings, to hire a woman at the assistant professor level.

There was a one-year goal to hire one woman as a visiting lecturer in the College of Humanities and Social Sciences. Two women were hired in the College as lecturers, meeting the goal and exceeding it.

There was a one-year goal to hire one woman as a full librarian or promote one woman from associate librarian to full librarian. There were no hires of full librarians or promotions from associate librarian to full librarian.

There was a one-year goal to hire one woman as assistant librarian. There were three temporary hires of assistant librarians, two of the hires were women, which met the goal. There is still underutilization of women among assistant librarians.

2. One-year Goals -- Staff Employees

There was a one-year goal to hire a woman in the fiscal, management and staff services (job group BD). There were eight hires for this job group, two of them women. Therefore the one-year goal was met and doubled.

There was a one-year goal to hire one minority into the fiscal, management and staff services (job group BD). There were eight hires into this job group and one promotion into it. Four of these nine actions were minorities. The goal was met and exceeded by three.

There was a one-year goal in the science, laboratory and allied services (job group BI) to hire one Hispanic. There were fourteen hires into the group and one hire was Hispanic. The goal was met.

There was a one-year goal in engineering and science technicians (job group CB) to hire two Hispanics. There were fourteen hires into the job group, two of them minorities; but no Hispanics were hired. The goal was not met.

There was a one-year goal in operators, and maintenance/reproduction services (job group EA/EB) to hire one woman. There were seven hires into this job group and one promotion into it. A women was promoted; so the goal was reached, although not by hiring.

There was a one-year goal for laborers (job group GA) to hire one woman. There were seven hires in the job group, three of them women. The goal was met and exceeded by two additional women.

4. Other Short-term Goals -- Academic Employees

There was a two-year goal set to hire one woman as an assistant researcher in the College of Natural and Agricultural Sciences. This is the first year of the two year goal. Three hires were made, an Asian man and two White men.

There was a two-year goal, established two years ago, to hire one Black as a Postdoctoral or Postgraduate Researcher. The goal was not met last year, the end of the two-year period. There has been an additional two-year goal set.

There was a three-year goal set three years ago to hire one woman as full professor in the College of Humanities and Social Sciences or to promote one woman to full professor. The goal was met by the promotion of one woman from associate professor to full professor in the College of Humanities and Social Sciences.

There was a three-year goal, established three years ago, to hire one woman as an associate professor in the College of Humanities and Social Sciences or to promote one woman in the College from assistant professor to associate professor. Two years ago the three-year goal was increased to a goal of two hires in the College because of changes in projected separations, hires and promotions into and out of the associate professor rank over the following three years. During the last two years there have been no hires of associate professors in the College; there have been seven promotions to associate professor, all men. The three-year goal has not been met, and additional effort will be made to meet it in the coming year.

Last year there was a three-year goal set to hire one woman as an assistant professor in the College of Humanities and Social Sciences. The goal was met by the hire of a woman assistant professor in the College.

There was a three-year goal set last year to hire one woman as an assistant professor in the Professional Schools. There was one hire of an assistant professor in the Professional Schools, an Asian man.

There was a two-year goal, established three years ago, to hire two women associate librarians or to promote two women from assistant librarian to associate librarian. Two years ago the short-term goal was changed to a three-year goal to hire three women as associate librarians or to promote three women from assistant librarian to associate librarian, because of changes in the projected separations, hires, and promotions into and out of the associate librarian rank. No hires or promotions into the associate librarian rank were made last year.

There was a three-year goal to hire a woman as a lecturer in the College of Natural and Agricultural Sciences. There were no lecturers hired in the College; so the goal is not met.

ATTACHMENT E

University of California at San Diego

July 31, 1989

TO: Members, LAUC-SD Ad Hoc Committee on Affirmative Action
Edy Fisher, Chair
Sue Galloway
Jackie Hanson
Ginny Steel
Marilyn Wilson

FROM: Marilyn Wilson, Chair, LAUC-SD

Thank you for agreeing to serve on this new LAUC-SD Committee. For over 15 years the concept of Affirmative Action has been with us. Affirmative Action, simply stated, is a program which opens up jobs to qualified minorities and other underrepresented groups and entrusts employers to give primary consideration to these applicants in order to prevent further underutilization. As stated by Chancellor Atkinson, "A [UCSD] written Affirmative Action Plan is developed each year..., addressed not only to increasing the number of women and minorities in currently underutilized occupations, but also to taking positive actions toward providing a work environment free from discrimination."

Although the UC system has developed academic, student, and staff affirmative action programs, UC President Gardner has stated that "It is essential that we reaffirm our commitment to encompass the cultural, ethnic and racial richness of our state more fully within the University of California. This commitment... will command an even greater, indeed re-invigorated, effort on all our parts owing to the rapidity of change that is occurring in the racial and ethnic mix of the state's population." (Memo to Chancellors, September 26, 1988).

The UCSD Library has among its 61 librarians from the targeted affirmative action groups only 1 African American, 0 American Indians, 3 Asian Americans, and 1 Hispanic American.

GOALS

Therefore the goals of the LAUC-SD Affirmative Action Committee, in priority order, are to:

1. Increase the representation and create an environment that facilitates retention of qualified targeted underrepresented librarians;

2. Facilitate our understanding as librarians of the dynamics involved in intercultural interaction and communication with culturally diverse peers, staff, and the Library's clientele;

3. Promote the profession of librarianship among UCSD staff and students, particularly among targeted underrepresented groups.

## ACTIVITIES

To achieve these goals, the LAUC-SD Affirmative Action Committee, in conjunction with Library Administration, will plan, implement and coordinate new affirmative action initiatives by carrying out efforts in these areas:

1. Gather, review, create and disseminate information and data on affirmative action activities and issues.

2. Network, coordinate activities and exchange information with campus, systemwide, and other affirmative action offices, committees and groups.

3. Contribute as appropriate to the implementation of the Library's Strategic Plan to "Recruit and retain highly qualified and diversified staff" (Goal 6, Objective b. in Access 2000: The UCSD Library Looks to the 21st Century, June 1989, p. 12).

4. If/as needed, "task force groups" will be appointed to assist with the implementation of affirmative action initiatives. When these initiatives have significant implications for staff time and other resources, Library Administration will be consulted, and a formal request will be submitted.

## REPORTS OF ACTIVITIES

As appropriate, the Committee will consult and report on activities to the LAUC-SD membership and to Library Administration. As determined by the Committee or by the LAUC-SD Executive Board, update reports for the staff as a whole will be provided in Tracings. The Committee will submit a written Annual Report to the LAUC-SD Executive Board.

## APPOINTMENTS OF COMMITTEE MEMBERS

The term of appointment for the Committee begins immediately and ends August 31, 1991 (2 years). The Executive Board will determine whether a Standing Committee on Affirmative Action should be added to the LAUC-SD Bylaws before the end of this term.

## Establishment of Goals and Timetables

### Numeric Goals

Based on the analysis prepared in Section IV.

| | |
|---|---|
| Officials & Managers | Overall utilization of females and minorities is good, although we are underutilized for Hispanic minorities.<br><br>Plan year 1 forecasted openings 3 (2 attrition, 1 transfer).<br><br>We will make efforts to include qualified Hispanic minorities in our search for candidates. We have set long term goals to correct underutilization problems. |
| Professionals | Utilization of females and minorities is good.<br><br>Plan year 1 has 1 forecasted opening due to expansion.<br><br>It is not necessary to set goals at this time. We will make efforts to include qualified minority applicants in our search for applicants. |
| Office & Clerical | Utilization of females is good, although we are underutilized for Hispanic minorities.<br><br>Plan year 1 forecasted openings is 3.5 due to expansion. We will make efforts to include qualified Hispanic minorities in our search for candidates. Long term goals have been set to correct underutilization. |

Local Labor Area Statistics

Most of the Center's employees are recruited from the Chicago SMSA area. The minority representation rate is 62% which is greater than the minority population work force representation for the Chicago SMSA.

The female representation rate of 74% is significantly higher than the female work force representation for the Chicago SMSA.

Overall View

Female and minority representation rates within the Center are good. Both exceed the available work force for the Chicago SMSA.

Non-Numeric Goals

1. Efforts will be made to establish and maintain contact with sources providing female and minority applicants.

2. Concentrated effort to attract and hire minority and female applicants. The c enter's EEO policy against discrimination is printed on the employment application.

3. All Classified ads for recruitment of applicants will continue to carry the phrase "An Equal Opportunity Employer M/F" and be placed in sex neutral sections.

4. The Personnel Officer will emphasize the importance of training and upgrading of minorities and women to assure their eligibility for promotional opportunities.

5. The Personnel Officer will maintain open door policy and encourage female and minority employees to discuss feelings of discrimination, promotional desires and opportunities, etc.

6. All recruitment sources will be advised in writing of c enter EEO policy.

# IMPLEMENTATION DOCUMENT FOR ACADEMIC APPOINTMENTS SECTION OF AFFIRMATIVE ACTION PLAN

## I. Recruitment and Employment

### A. Affirmative Action Goals

The long-standing commitment on the part of Indiana University to the objectives of equal opportunity and the university's accomplishments in a variety of areas have been referred to in the introductory section of this Affirmative Action Plan. This Plan is, in many respects, a logical out-growth of the Equal Opportunity policy adopted by the University Board of Trustees on November 21, 1969. (See "Introduction" section of this Plan.)

In addition to the university's stated policy against discrimination as defined above, the Department of Health, Education, and Welfare requires the university to establish significant, measurable, and attainable goals for each academic unit for the employment of women and minorities. The directives state further:

> "An affirmative action plan is a set of specific and result--oriented procedures to which a [university] commits [itself] to apply every good faith effort. The objective of those procedures plus such efforts is equal employment opportunity. Procedures without effort to make them work are meaningless; and effort, undirected by specific meaningful procedures, is inadequate. An acceptable affirmative action plan must include an analysis of areas within which the [university] is deficient in the utilization of minority groups and women, and further, goals and timetables to which the [university's] good faith efforts must be directed to correct the deficiencies and, thus to increase materially the utilization of minorities and women, at all levels and in all segments of its workforce where deficiencies exist." (41 CFR 60-2.10)

> "Goals are projected levels of achievement . . . given the availability of qualified minorities and women and the expected turnover in its workforce. Establishing goals should be coupled with the adoption of genuine and effective techniques and procedures to locate qualified members of groups which have previously been denied opportunities for employment . . ." (HEW p.3).

Failure to meet a goal will not mean an automatic finding of noncompliance, as would be the case with quotas, which are rigid, inflexible and illegal. Goals do not pledge a unit to hire, retain, or promote unqualified persons. Nor, in the evaluation of candidates, does possession of the minimum qualifications for a position automatically make each applicant equal in terms of the contributions that can be made to a department or the university. Depth of





BEST COPY AVAILABLE

experience related in a demonstrably reasonable way to the requirements of the position; character of the academic preparation; interest or willingness to participate in the various missions of the department, school, and the university as a whole; and other factors will continue to be taken into account in appointing academic personnel.

Far from impeding the university in its effort to maintain its position of quality and leadership in higher education, affirmative action will enhance it. For the qualities mentioned in the preceding paragraph are manifest in all segments of society, and affirmative action procedures provide a better guarantee that women, members of minority groups, and others normally overlooked in the traditional recruitment process will be identified and evaluated along with non-minority male candidates. There is, moreover, the added factor that the diversified experience which women and minority group faculty members can bring to a university is itself a distinct and desirable quality which should be taken into account in recruitment. Some of the apparent deficiencies in qualifications, furthermore, can be overcome by on-the-job training and other forms of enrichment programs.

Thus, the primary focus of affirmative action is on the recruitment process. Repeated failure on the part of the unit to achieve its employment goals because it is asserted that no qualified minority group or women applicants are available must be thoroughly documented in order to avoid creating doubts regarding the commitment of the unit to the affirmative action objectives.

The university will establish affirmative action goals in the following fashion:

1. Designation of Affirmative Action Units

   Each campus Chancellor, with respect to his or her campus and the President with respect to those units reporting to the University System, shall designate academic units for the purposes of achieving affirmative action goals. Depending upon the number of persons employed and the disciplines represented, the units consist of schools, colleges, divisions, departments, programs or other meaningful clusters of employees.

2. Timetables and Annual Reviews of Progress

   Each Chancellor will establish for his or her campus, and the President for the University System, appropriate internal timetables for the formulation of goals by the academic units. The goals will be stated in terms of a three-year schedule for compliance commencing October 1 following the adoption of this Plan.

   The goals shall be reviewed by October 1 of each subsequent year and shall take into account good faith efforts or lack of efforts to recruit or retain women and minorities.

not hold faculty ranks and interns in various programs are academic appointees. The above listing seeks simply to identify the major categories of appointees who participate in and help to perform the academic mission of the University.

(Administrative Practice)

## Student Academic Appointments

ASSOCIATE INSTRUCTORS

This title is used for graduate students who are part-time appointees and who engage in activities typical of a teacher. An Associate Instructor is responsible for assigning grades for at least a portion of a course and has direct contact with students. Typical activities include--but are not necessarily limited to--lecturing, tutoring, and laboratory instruction.

OTHER STUDENT ACADEMIC PERSONNEL

Students hold positions as Research Assistants, as Graduate Assistants, as Undergraduate Assistants, and as Faculty Assistants. All student appointments are part-time and temporary.

(University Faculty Council, April 11, 1978)

# APPOINTMENT POLICIES

## Equal Employment Opportunity

It is and has been the policy of Indiana University over a period of years to adopt and support measures designed to prevent discrimination against any individual student, faculty member, or employee of Indiana University on the sole basis of race, color, religion, sex or national origin. It is also the policy of our country and of our state to eliminate such discrimination in our society.

The Trustees of Indiana University have directed the University Administration to take such steps as may be necessary and desirable to accelerate the final elimination of such vestiges of discrimination as may still exist, based on race, color, religion, sex, or national origin, from all phases of University life including official employment and other personnel policies and participation in campus activities and organization.

(Board of Trustees, Nov. 21, 1969)

AFFIRMATIVE ACTION

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. In employing and advancing the careers of academic appointees and staff, in admitting students, and in planning academic programs, it is not only morally but also educationally sound that decisions should focus upon the qualifications of the individual rather than upon such arbitrary considerations as race, ethnic or national origin, sex, marital status, religion or age (within the legitimate limits imposed by university regulations). Affirmative action, positive and extraordinary action, shall be undertaken to overcome the discriminatory effects of traditional policies and procedures.

(Board of Trustees, June 29, 1974)

The Handicapped

Indiana University historically has been committed to the principles of affirmative action which guarantee fair and equitable treatment of all persons, including the mentally and physically handicapped. The University provides equal employment opportunities to all employees and applicants for employment who are qualified. Handicapped persons shall be considered for employment, advancement, salary, and benefits on the basis of qualifications and capability to perform in a particular job assignment. Indiana University is committed to make a reasonable accommodation to the physical or mental limitation of an employee or applicant except where accommodation would impose an undue hardship on the University.

(Excerpt from Affirmative Action Plan for the Handicapped; Board of Trustees, Jan. 17, 1976)

Veterans

The University guarantees that qualified disabled veterans and veterans of the Vietnam Era shall not be refused educational opportunity, employment, or advancement for reasons unrelated to specific job performances.

(Excerpt from Affirmative Action Plan Supplement; University Faculty Council, Feb. 13, 1979; Board of Trustees, March 9, 1979)

SEX DISCRIMINATION

Indiana University complies with the Sex Discrimination Guidelines issued by the

Equal Employment Commission in 1968, and amended in 1969 and 1972. Policies relating to recruitment, development opportunities, working conditions, fringe benefits, pregnancy and childbirth shall not discriminate based on the sex of applicants, appointees, or students.

The Guidelines specifically preclude:

1. separate lines of progression and seniority systems based on gender;
2. discrimination against married women;
3. advertisements which indicate a preference, limitation, specification or discrimination based on sex;
4. pre-employment inquiries as to sex unless made in good faith for a nondiscriminatory purpose;
5. fringe benefits (medical, hospital, accident, life insurance and retirement plans; profit-sharing and bonus plans; leave plans; other terms, conditions, and privileges of employment) which discriminate between men and women;
6. written or unwritten employment policies or practices which exclude from employment applicants or employees because of pregnancy, childbirth or related medical conditions;
7. sexual harassment.

Concerns about compliance with the Guidelines should be brought to the attention of the Campus Affirmative Action Officer. Because of the sensitive and discriminatory nature of sexual harassment charges, specific provisions and procedures have been established.

(University Faculty Council, April 26, 1988)

SEXUAL HARASSMENT

Harassment on the basis of sex is a violation of Title VII. Indiana University does not tolerate sexual harassment of students or employees and responds to every complaint, providing proper remediation when harassment is determined.

Provisions. Employees and students have the right to raise the issue of harassment, and are protected by faculty and staff personnel policies and student codes. Sexual harassment can be a grievous action having serious and far-reaching effects on the careers and lives of individuals. False accusations can have similar impact. Thus the charge of sexual harassment is not to be taken lightly by a charging party, a respondent, or any other member of the University community.

Prevention is the best tool for the elimination of sexual harassment. Each dean, director, department chairperson and/or administrative officer is responsible within his/her area of jurisdiction for the implementation, dissemination, and explanation of this policy. It is the obligation of each faculty, staff, or student member of the University to adhere to this policy.

Definition. Unwelcome sexual advances--requests for sexual favors and other verbal or physical conduct of a sexual nature--constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or

3. Such conduct has the effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

(Sex Discrimination Guidelines, EEOC, March 30, 1972)

Complaint Procedures. Individuals who believe that they have been sexually harassed should notify either their supervisor, an academic or student services dean or official, and/or the campus affirmative action officer. Because of the sensitive and discriminatory nature of charges of sexual harassment, complaint procedures will observe the following principles:

1. Efforts will be made to restrict access to the investigative and grievance procedures to the complainant, the respondent, and those immediate persons involved in processing the matter.

2. The Offices of Affirmative Action shall

MICHIGAN STATE UNIVERSITY LIBRARIES

Policy and Procedure Statement 9.1.13 (Rev.-1)

Employment Policy - Affirmative Action

October 10, 1980

I. Statement of Equal Opportunity/Affirmative Action:

Michigan State University Libraries in recognition of its social concern, responsibility for personal development of individuals, concern for rights of individuals and its obligations to comply with applicable case law and relevant state, federal and local anti-discrimination statutes, guidelines and executive orders, adopts the following programs and policies for affirmative action and equal opportunity as a positive and continuing program for all operations of the Libraries:

A. Employment:

1. The affirmative action program for equal opportunity shall apply equally to the entire Library system and to all personnel policies and procedures and to all persons without regard to race, color, religion, national origin or ancestry, sex, age, marital status, physical handicap or sexual preference.

2. This policy shall apply equally to all types of appointments recommended by the Director of Libraries whether full or part-time or whether students, clerical-technical, faculty, or other employment classsification.

3. This policy shall govern all Library practices and procedures, including but not necessarily limited to: recruitment, hiring, rates of pay or other compensations, upgrading, promotion, transfer, demotion, termination, lay-off, leave, training, and employee benefits of whatever nature.

B. Administration and Implementation:

The implementation of this policy shall be the responsibility of the Director of Libraries. The Library Affirmative Action Officer shall interpret and administer the policies with the advice and assistance of the Library Affirmative Action Committee. The duties of the Affirmative Action Officer shall include but not be limited to:

1. Monitoring and evaluating the progress in implementation of the policy through comparision to pre-determined guidelines and goals established by the Committee and consistent with the Library's advisory system.

2. Preparation of periodic reports of the Director of Libraries on the progress in implementation, problems encountered, and their resolution.

3. Conferring with the Library staff to identify problems and recommend solutions.

4. Incorporation of this policy as a component of the "Michigan State University Library Policies and Procedures Manual", and the Library Faculty Personnel Handbook.

5. Seeking recruitment sources, especially those which would generate suitable candidates to meet affirmative action goals.

6. "Equal Opportunity/Affirmative Action Employer" will appear on all Library correspondence concerning recruitment.

7. Advising all employees to update their personnel folders so that current information will be available when vacancies occur.

8. Monitoring job descriptions and hiring criteria to assure that they reflect actual job needs.

9. Assist and encourage employees to qualify for upgrading.

10. Distribute and/or post information regarding local and national resources that provide relevant training.

11. Recommending changes and additions to this policy that may appear be necessary based on the monitoring and evaluation of this policy's implementation.

C. Internal Dissemination of Policy:

Copies of this policy shall be distributed to all employees, posted on bulletin boards, and given to all applicants for employment.

D. External Dissemination of Policy:

A copy of this policy shall be circulated to recruitment sources; to local racial and ethnic minority and women's organizations, including but not limited to, the Greater Lansing Urban League; National Association for the Advancement of Colored People; Michigan Employment Security Commission; Capital Area Career Center in Mason; Michigan State University Placement Services; Michigan State University Human Relations Department; Michigan State University Office of Special Programs; North American Indian Center; Quinto Sol; El Renacimental; United Merchants of Opportunity, Inc.; Cristo Rey Community Center; Lansing area private employment agencies; and, appropriate colleges and universities with M.L.S., and Library Technological programs or others related to library positions.

II. Appointment Procedures:

A. Academic Appointments - Library Faculty Personnel:

Appointment procedures for librarians follow the 14 step procedures adopted by the University for all Board appointed staff. These procedures are fully described in the Library Faculty Personnel Handbook.

B. Non-Academic Appointments - Clerical-Technical, Supervisory, Labor, and Administrative-Professional Personnel:

Appointment of individuals to these ranks follow all procedures required for fulfilling affirmative action goals for personnel in these groups as stipulated by the University Personnel Office.

TABLE A. HIRING GOALS FOR FACULTY AND ACADEMIC STAFF - LIBRARIANS

GOAL PERIOD FOR CONTINUING APPOINTMENT CATEGORIES IS OCTOBER 1, 1989 - SEPTEMBER 30, 1992
GOAL PERIOD FOR TEMPORARY APPOINTMENT CATEGORIES IS OCTOBER 1, 1990 - SEPTEMBER 30, 1991

| APPOINTMENT CATEGORY | DEPARTMENT | DEPT CODE | PROJECTED OPENINGS | GOAL SETTING DATA: | TOTAL | WMN | TOT MIN | BLK | ASN P I | HSP | AMER IND |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CONTINUING LIBRARIANS | ALL DEPARTMENTS | | 9 | # AS OF OCT 1989 | 71 | 48 | 11 | 5 | 4 | 2 | 0 |
| | | | | % AS OF OCT 1989 | | 67.6 | 15.5 | 7.0 | 5.6 | 2.8 | 0.0 |
| | | | | AVAILABILITY % | | 63.3 | 11.7 | 3.8 | 6.0 | 1.6 | 0.3 |
| | | | | UTILIZATION % (-=UNDER) | | 4.3 | 3.8 | 3.2 | -0.4 | 1.2 | -0.3 |
| | | | | UNDERUTILIZATION # | | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | HIRING GOAL # | | 0 | 0 | 0 | 0 | 0 | 0 |
| TEMPORARY LIBRARIANS | ALL DEPARTMENTS | | 0 | # AS OF OCT 1989 | 3 | 2 | 0 | 0 | 0 | 0 | 0 |
| | | | | % AS OF OCT 1989 | | 66.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | | | | AVAILABILITY % | | 63.3 | 11.7 | 3.8 | 6.0 | 1.6 | 0.3 |
| | | | | UTILIZATION % (-=UNDER) | | 3.4 | -11.7 | -3.8 | -6.0 | -1.6 | -0.3 |
| | | | | UNDERUTILIZATION # | | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | HIRING GOAL # | | 0 | 0 | 0 | 0 | 0 | 0 |







WMN=WOMEN, MIN=MINORITY, BLK=BLACK, ASN PI=ASIAN/PACIFIC ISLANDER, HSP=HISPANIC, AMER IND=AMER INDIAN/ALASKAN NATIVE

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

THE OHIO STATE UNIVERSITY
University Libraries
1858 Neil Avenue Mall
Columbus, Ohio 43210-1286
(614) 292-6151

MEMORANDUM

SUBJECT: Staff Affirmative Action Committee

DATE: September 29, 1988

FROM: William J. Studer, Director of Libraries

TO: Akua Bandele
Black Studies Library

By this memorandum, I am appointing you to chair and the following to serve on the Staff Affirmation Action Committee:

Magda Bell
Circulation Department

Rick Brown
Information Services Department

Predrag Matejic
Hilandar Research Library

Sally Muster
Collection Maintenance Division

Kathleen Seitz
Cataloging Department

The committee is charged to plan and oversee implementation of the staff recruitment and retention strategies outlined in the Libraries' Affirmative Action Plan, a copy of which is enclosed for your information. A high priority for the committee is to plan and conduct activities to orient and sensitize staff, including student employees, to affirmative action issues. Other priorities include exploring ways in which recruitment of minority individuals to Civil Service positions can be accomplished, and assisting the Faculty Affirmative Action Committee in the recruitment of existing staff members to the Kent State library school program.

Jill Fatzer and Sharon Sullivan will serve as resource persons for the Committee, and I am available for

consultation upon request. Thank you for your participation in this important effort. I look forward to receiving a progress report by the end of January.

WJS:jd
Enclosure

xc: Committee Members
Jill B. Fatzer
Sharon A. Sullivan
News Notes
Personnel Files

# RECRUITMENT DOCUMENTS

# AFFIRMATIVE ACTION

# REMINDERS

● Federal, state, university and library affirmative action laws, regulations, and guidelines exist.

● The library has an affirmative action plan with specific numerical goals for recruiting women and minorities. Current hiring goals for professional positions are:

6 women
1 minority

● Identify affirmative action candidates.

● Ask job-related questions.

● The committee's deliberations are confidential within the library but can be subpoenaed in case of legal action.

● Document the deliberations in a non-discriminatory manner.

● If questions arise, contact an Affirmative Action Committee member:

| | |
|---|---|
| Margie Blaine | 4874 |
| Rafael Mutis | 6397 |
| Gerry Pionessa | 6421 |
| Atifa Rawan | 2179 |
| Roger Scanland | 6417 |
| Karen Tallman, Chair | 6419 |
| Ju-Yen Teng | 6382 |

Or the University Affirmative Action Office: 3081

● The Selection Advisory Committee chair must complete an Affirmative Action Report form showing statistics pertaining to the search, and return the form to the Library Affirmative Action Committee chair within two weeks of completing the search.

8/11/89

## AFFIRMATIVE ACTION GUIDELINES FOR SEARCH COMMITTEES

**This document is to be used by members of the Library Affirmative Action Committee when meeting with selection advisory committees.**

1. The Affirmative Action Commitments of the State of Arizona, the University, and the Library

**Explain:**

The State of Arizona, the University, and the University Library all have strong commitments to affirmative action. The University has issued a statement entitled "Reaffirmation of Policy" in regard to affirmative action, which says in part:

> The University of Arizona is an Equal Employment Opportunity/Affirmative Action employer and does not discriminate on the basis of sex, race, religion, color, national origin, age, Vietnam Era veteran status, or handicapping condition in its admissions, employment, or educational programs or activities, and in accordance with all applicable laws, directives, and regulations of Federal and state entities. The University does not discriminate on the basis of any of these criteria or on any other criterion that is irrelevant to job performance or student status. Inquiries may be referred to the Affirmative Action Office, Administration Building, Room 501, University of Arizona ...
>
> The office's phone number is 621-3081.

This policy supports the Board of Regents' own statement on affirmative action. At the library level, the university librarian has issued a statement supporting affirmative action, and the library administration has established the Library Affirmative Action Committee in order to pursue that commitment.

2. The Library's Affirmative Action Plan

**Show and explain:**

The library's Affirmative Action Plan is its operating document where affirmative action is concerned. This plan states the university's and the library's commitment to affirmative action, and indicates who is responsible for implementing affirmative action in the library. Search comittees such as this one share in this responsibility, and the purpose of this meeting is to explain what that responsibility is. Copies of the current Affirmative Action Plan are available in the Library Office.

**Distribute and explain the statistics from the current plan. The statistics from the 1988/89 Plan are given below as an example. These will need to be modified as the plan is updated.**

Pages 11 and 12 are the crux of the plan. Page 11 contains statistics on the number of women and minorities in classified staff positions in the library, compared to the number available in the local workforce. Page 12 contains statistics on women and minorities in professional positions in the library, compared with four sets of national statistics:

ARL statistics on women and minorities working as professionals in university libraries

ALA statistics on women and minorities in academic and public libraries

U.S. census statistics on women and minorities in the category called "Librarians, Archivists or Curators."

U.S. census statistics on women and minorities in the subcategory called "Librarians."

According to these statistics, women compose only about 54 percent of the library's professional staff, but about 64 percent of professionals in university libraries (the ARL figure), 75 percent in university and public libraries (the ALA figure), 80 percent in the census of Librarians, Archivists and Curators, and 83 percent in the census subcategory of Librarians.

3. <u>The Bottom Line</u>

**Explain:**

With these figures in mind, the library's goal for 1988/89 is to increase the number of women in professional positions by six, which will bring the library up to 62 percent, comparable to ARL figures. Another library goal is to increase the number of minorities on the library's professional staff by two. This will increase the percentage to between 11 and 12 percent, comparable to ARL and ALA minority figures. The library's five-year goal is to maintain that level of representation.

Candidates cannot be discriminated against on the basis of religion, national origin, handicap, sex, or veteran status. Pages 23 through 25 of the plan cover these areas in depth.

4. <u>Candidate Selection Criteria</u>

**Explain:**

Criteria for selection must be established before accepting applications and the screening process begins. The minimum required qualifications stated in the job announcement must be used as the criteria when creating the initial candidate pool. If a specific degree is listed as required, only candidates who are expected to have completed all requirements for that degree prior to the time the appointment begins can be considered. Applicants who do not meet the basic requirements should be removed from further consideration and notified as soon as possible.

The applicants remaining in the pool should be screened on the basis of the preferred or desired qualifications stated in the job announcement, with additional consideration for diversification.

University policy prohibits hiring unqualified individuals. When a woman or minority candidate is substantially as equally qualified as other candidates, University policy favors selecting the woman or minority, particularly when there is underutilization of persons in that category in the academic or administrative unit.

It is unacceptable to select or reject a candidate based on subjective criteria such as personality traits that cannot be justified as job-related or that have no relevance to the ability of the candidate to perform the job.

There are detailed guidelines for selection advisory committees in the library's affirmative action plan. These guidelines cover such affirmatiave action concerns as the relationship of the Library Affirmative Action Committee to the selection advisory committees, the screening of applicants in light of the library's affirmative action goals, preparation for the interview, the interview process, and the final selection.

5. Determining the Affirmative Action Status of Candidates

**Show and explain:**

A Voluntary Affirmative Action Reply Form is printed on the back of the biographical data sheet that is sent to applicants. The selection advisory committee must check to see if the applicant has completed this form, or if other information supplied in support of the candidate indicates that the candidate falls into one of the affirmative action categories listed on the form. If so, the committee must take this into account in its deliberations, and must use this information to further the library's affirmative action goals as stated in its current Plan.

6. The Interview

**Explain:**

No interview, formal or informal, may be held before the closing date stated in the job announcement.

**Distribute the list of legal/illegal interview questions.**

**Show and explain:**

Certain questions are illegal in interviewing, according to federal and Arizona state law, and must not be asked. These questions are listed in the handout. The committee can avoid difficulty by using the following guidelines that are also included in your handout:

Formulate questions for candidates that are job-related.

Avoid questions that elicit information as to race, color, ancestry, age, sex, religion, handicap, or arrest and court record, unless based upon a bona fide occupational qualification.

If an inappropriate question is posed to the candidate, it is the responsibility of the selection advisory committee chair or delegate to intercede with the following: "That is not a job-related question and you do not have to answer it." This intervention provides clarification for all present, and is necessary to protect the committee and the library from potential lawsuits based on discriminatory questioning.

7. Affirmative Action Interview for Candidates for Department Head or Higher

**Explain:**

The University of Arizona's Guidelines for Recruitment and Hiring : Administrators, Faculty, and Professionals, 1988 revised edition, states that "all candidates for ... Department Head and [higher] positions shall be interviewed by the Affirmative Action Officer or designees as advisory to the appointing authority." The selection advisory committee chair must schedule a time for such candidates to meet with the University's Affirmative Action Officer.

8. Requirements for Documenting the Search Committee's Activities

**Explain:**

Federal law requires that records of the entire hiring process be retained for a period of three years following the selection process. Administrators of the hiring department or unit must be able to document a nondiscriminatory reason for every action.

Although the committee's proceedings are confidential within the library, the proceedings, both written and oral, are not legally confidential. In case of a lawsuit the records can be subpoenaed as evidence, and committee members may be subpoenaed to testify on the nature and content of their deliberations. Thus it is imperative to avoid any written commentary or oral remarks, even in jest, that might be interpreted as racist, sexist, or otherwise discriminatory.

Documentation of search committee findings includes interview notes, committee deliberation notes and the reasons why the committee considered each applicant qualified, most highly qualified, or unqualified. The documentation should be summarized in memo, letter or report form and forwarded, along with all documentation, to the head of the department or unit. General statements such as "this person is the best qualified," "overqualified," "unstable work history," "won't fit in," or "poor [bad] references" are inadequate and unacceptable as reasons for recommending or rejecting a candidate, according to the compliance office of the Department of Labor. Instead, the comments should be detailed, specific and complete, and should relate to the position description, job announcement, and qualifications of the candidate. Information must also include specific reasons why a candidate was not selected.

The form containing facts on candidates by affirmative action status is to be completed by the chair of the selection advisory committee, either from data supplied by the candidates on the Voluntary Affirmative Action Reply Form or from any other available source, and returned to the Library Affirmative Action Committee.

9. Summary and Conclusion

**Explain:**

We can summarize these guidelines as follows: The selection of individuals for the candidate pool, and the screening and interviewing of candidates, must be conducted and documented in a way that will show that no discrimination is present or implied. The person hired should be a member of a protected class unless the pool of qualified candidates contained none.

For now, women and minorities should be preferred over other protected classes because this will enable the library to meet the University's as well as its own current affirmative action goals. If the pool of qualified candidates includes no women or minorities but does include candidates in other protected classes, the candidate hired should be from one of those classes. This will move the library closer toward meeting specific affirmative action goals for those classes that will be established in future editions of the plan.

Although the Affirmative Action Committee contains no legal specialists, the search committee can contact the committee for non-legal advice at any time during the selection process. If you ask us a question we can't answer, we'll contact the University's Affirmative Action Office or you may do so directly.

An Affirmative Action Committee member will be available to return to a selection advisory committee meeting as the search progresses, if necessary.

The current members of the library's Affirmative Action Committee are: **[Name the members. Those for 1989/90 are Margie Blaine, Rafael Mutis, Gerry Pionessa, Atifa Rawan, Roger Scanland, Karen Tallman (Chair), and Ju-Yen Teng.**

10. Questions?

## Appendix F

UNIVERSITY OF ARIZONA LIBRARY AFFIRMATIVE ACTION COMMITTEE

CHARGE OF THE COMMITTEE

The Affirmative Action Committee shall be responsible for assisting the University Affirmative Action Officer, the University Librarian, Selection Advisory Committees and those involved in the hiring process in the fulfillment of affirmative action goals and in the recruitment and promotion of library staff.

In order to fulfill these goals, the Committee will seek:

To inform all library staff about equal opportunity and affirmative action guidelines with respect to affirmative action policies, through individual meetings, and including an annual meeting of all staff;

To provide liaison functions with the University Personnel Office, the University Affirmative Action Office, and the Library Faculty Assembly Affirmative Action Committee;

To receive and compile facts and statistics about library staff recruitment, employment, retention, and promotion with respect to affirmative action goals.

Recognizing that the Affirmative Action Committee is not a body to handle grievances, therefore, to refer employees to appropriate offices to seek information and policies regarding affirmative action at the University of Arizona.

Approved 10/87

Given that the availability data for Hispanic, Native American and Black ethnic categories indicates that the Library is under-utilizing in these categories, and that the Library and the University have identified that there is a shortage of minorities in Library classified staff positions, the Library administration has decided to use the following guidelines regarding identification and screening of minority candidates who apply for Library classified staff positions and are being considered for hiring or promotion:

1) For all Library Classified Staff job postings, Departmental Preferred Qualifications will be listed as "Required" and "Desired," and shall be directly related to job responsibilities. The "Requireds" will be written so that experience is not required if the qualifications could be met in other ways, such as training or coursework. Instead of experience, preferred requirements may ask for a skill or ability.

2) For internal postings, the Business Manager will code applicants on the Candidate Referral Lists using the same sex/ethnicity code that the Personnel Office is using on Lists from external postings.

3) Through rigorous review of applications and aggressive interviewing, the hiring supervisor will determine if minority candidates meet the posted University Approved Minimum Qualifications and the Departmental Preferred Qualifications that are required.

4) If minority candidates who meet the above requirements are judged to be able to be successful in the position with a reasonable amount of training, the position will be discussed with the AUL, and the most qualified minority will be recommended for hire.

5. The Library will continue to work with the Personnel Office to identify training workshops that will increase the number of job skills of all library staff and the Staff Development Committee will continue to fund staff for local training workshops.

## WRITING JOB ANNOUNCEMENTS THAT SUPPORT THE LIBRARY'S AFFIRMATIVE ACTION GOALS

Library job announcements must be worded in a way that supports the library's affirmative action goals. Female or minority status, veteran status or other protected category status can be used as a job qualification when based on an affirmative action plan. In order to recruit the broadest possible candidate pool, use general statements that encompass the needed experience. Some helpful phrases are:

| | | |
|---|---|---|
| understanding of ... | familiarity with ... | experience in ... |
| knowledge of ... | ability to ... | ... skills |
| interest in ... | desire to ... | |

| For example, INSTEAD OF ... | CONSIDER ... |
|---|---|
| Required: ... | Desirable: ... |
| at least one year's experience ... | (some) experience in ... |
| three to five years' experience in ... | a combination of relevant experience and/or training ... |
| supervisory experience ... | skill in coordinating the work of others ... |
| academic library experience ... | library experience ... |
| experience as a social sciences librarian ... | knowledge of social sciences literature and resources ... |
| serials cataloging experience ... | cataloging experience; background or interest in serials work ... |
| prior employment as a bibliographic instruction librarian ... | experience in bibliographic instruction ... |

The job announcement must include the following statement:

"The University of Arizona is an Equal Employment Opportunity employer with an affirmative action plan and does not discriminate on the basis of sex, age, race, religion, color, national origin, Vietnam Era veteran status, or disability in its admissions, employment, and educational programs or activities. Preference will be given to women and minorities. Inquiries may be referred to Dr. Jay Stauss, Affirmative Action Office, University of Arizona, Administration 501, Tucson, AZ 85721. All persons hired will be required to show proof of their identity and right to work in the United States."

8/11/89

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

UNIVERSITY LIBRARY
OFFICE OF THE LIBRARIAN

December 1989

NOTICE OF POSITION AVAILABLE

HEAD CENTRAL REFERENCE LIBRARIAN. The University of Arizona is seeking a librarian to manage the Central Reference Department which provides information service to faculty and students in the social sciences, humanities, and fine arts. Responsibilities include managing a department with 12 librarians, 9 career staff, and 3 FTE student assistants and overseeing reference service, computerized reference services (mediated, end user, and CD-ROM) specialized library instruction, and collection development. Interlibrary loan is a unit within the Department. The head works closely with other departments in the library system, serves on library-wide administrative and planning committees, and is one of six department heads who report to the Assistant University Librarian for Central Services. The University of Arizona Library has an aggressive Affirmative Action plan. Women and minorities are encouraged to apply.

The University of Arizona Library serves a community of 42,000 students, staff, and faculty and has a collection of over three million volumes with over 40,000 volumes in the Central Reference collection. The annual acquisitions budget is over 4.4 million dollars and nearly 100,000 volumes are added annually.

Applicants must have a Master's degree in Library Science from an ALA accredited school and at least five years of professional library experience in an academic, research or comparable library with demonstrated supervisory, planning, and leadership skills. Experience with reference service is required, and familiarity with library instruction, computerized reference services, collection development, and interlibrary loan is preferred. A commitment to responsive and innovative library service is required as are strong written and oral communication skills. Preference will be given to candidates who have an academic background in the social sciences, humanities, or fine arts.

Minimum salary is $32,000, or higher depending upon qualifications and experience. Librarians at the University of Arizona have academic professional status, are eligible for continuing status, are voting members of the faculty and may take up to 24 days professional leave per year. They have 12-month appointments with 22 days vacation, 12 days sick leave and 10 holidays. Various health packages and retirement benefits, including TIAA/CREF are available.

Review of applications will begin February 28, 1990; however, applications will be accepted until the position is filled. Send letter of application, resume, and the names of three referees to W. David Laird, University Librarian, University of Arizona Library, Tucson, Arizona 85721.



(over)

The University of Arizona is an Equal Employment Opportunity employer with an Affirmative Action plan and does not discriminate on the basis of sex, race, religion, color, national origin, disabled veterans' status, Vietnam Era veterans' status, or disability in its admissions, employment and educational programs or activities. Inquiries about EEO/AA concerns may be made to Dr. Jay Stauss, Affirmative Action Office, University of Arizona, Administration 501, Tucson, AZ 85721. All persons hired will be required to show proof of their identity and right to work in the United States. FAX # (602) 621-4619.

## Affirmative Action Guidelines for the Selection of Staff

### Personnel

### General Policy

It is the policy of Georgetown University to provide equal opportunity in education and employment for all qualified persons, to prohibit discrimination in employment because of age, color, handicap, marital status, national origin, race, religion, sex, to prohibit sexual harassment, and to promote the full realization of equal employment opportunity through a positive, continuing, result-oriented program of affirmative action throughout the University, subject to the exemptions for a religious educational institution under Section 702 and 703(e) of Title VII of the Civil Rights Act of 1964 as amended, the District of Columbia Human Rights Act of 1977, Section 503 of the Rehabilitation Act of 1973, 38 US Code 2012 and all other applicable laws.

Georgetown University has established goals and timetables for hiring minority persons and women, and it is the objective of this University to advertise, recruit vigorously and hire qualified candidates, particularly minority persons and women, to achieve these goals. A unique aspect of the selection guidelines is the designation of certain administrative, professional, technical, service and skilled crafts vacancies as "targeted classifications." The decision to target a position will be made by the Personnel and Affirmative Action Offices, usually in areas where women and minority persons are underutilized. A meeting will be held with the home department to explain the process for special recruitment efforts and to provide as many resources as possible. In addition, the University will continue to take affirmative action to ensure that handicapped persons and Vietnam era veterans are given fair consideration consistent with the provisions in the University's Affirmative Action Program outlined in Section 9 of the Affirmative Action Plan.

In an effort to ensure equal opportunity and affirmative action to applicants and employees, the following selection guidelines will be utilized by all departments filling staff positions. Exceptions to these guidelines must be reviewed by the appropriate Vice President in whose area the position exists and approved by the Vice President for Administration and Facilities in consultation with the Affirmative Action Office.

## Responsibility of the Home Department

### Job Review

Recruitment begins when an existing position becomes vacant or a new position is created. The department should review the job, identify the duties involved, and determine minimum entry level requirements (i.e., experience, education and training) which are realistic criteria closely related to the duties. The requirements must be essential for the successful performance of the job. Once reasonable minimum job requirements have been stated, they should not be changed during the recruitment process. If the job duties and criteria change from the most recently approved position questionnaire, the department head must contact the Personnel Office for a classification review.

### Job Description

Georgetown University's classified job descriptions describe the common duties of positions in each classification and set forth general qualifications necessary to perform those duties. Classified job descriptions are appropriate for all positions, but functional job descriptions which relate to the specific position should be available in the home department. Since many positions with similar titles have unique responsibilities because of differing departmental structures, the functional description developed by the department should detail the unique duties of that position and any special qualifications needed to perform that job. (The Personnel Office should be advised if special qualifications have been identified and established.)

Qualifications for a job must relate closely to the job duties to be performed. For example, an employer may not refuse to offer a job to a qualified person in a wheelchair unless it is clear that the ability to walk is a bona fide occupational qualification. ("BFOQ" refers to criteria that are considered to be essential to the proper performance of a specific job, i.e., a business necessity.) Nor can an employer refuse to hire a woman because the job requires traveling with male employees and the employer thinks it might therefore be inconvenient to have a woman in the position.

The job description is the standard for the selection of an employee. A job description tailored to fit only one person who has been pre-selected does not satisfy federal requirements. The job description approved by the University Personnel Department becomes the controlling factor throughout the employment process.

### Common Areas of Responsibilities for Personnel and the Home Department

A flow chart has been designed to illustrate the interrelationships between the Affirmative Action Office, Personnel Department and Home Department, in implementing the selection guidelines for the selection of staff personnel.

## Affirmative Action Recruitment

The purpose of affirmative action recruitment for vacant positions is to solicit applications from a large diverse group of interested and qualified female, minority, handicapped and Vietnam-era veteran applicants who meet the job requirements. Therefore, vacant positions will be advertised through a variety of media, established organizations and institutions working on behalf of affected groups. The Personnel Office will recruit openly in an effort to ensure that all groups are aware of each vacancy.

For positions advertised nationally a posting period of at least one month is preferred. Examples of such positions are in the higher level professional, research and administrative categories. Other positions for which goals have been established shall be posted and advertised for a minimum of two weeks.

38 US Code 2012 requires that all positions compensated at less than $25,000 per year be listed with the State Employment Service.

## Screening

There are two primary methods used in the screening process: a) use of an advisory or screening committee; b) screening of applicants by a department head or other designated person. The screening of applicants will follow essentially the same procedure outlined below, regardless of the method used.

Before any screening occurs, the selection criteria must be specified. The criteria must relate directly to the job description which established the minimum standards for the position. For a non-professional position the potential employee may be required to take a test or to have a license or skill certificate, provided that the validity of these criteria can be clearly demonstrated. If the test or licensing requirement measures a skill necessary for job performance, that selection criterion qualifies as a business necessity. Approved tests are administered by the University Personnel Office.

Once the selection criteria have been established, the University Personnel Office will begin the process of screening all the applicants. Those who meet the minimum requirements specified are qualified for the position and should be given consideration. Obviously, the better qualified applicants are those who possess the required qualifications and additional qualities that may be desirable for the position.

# FLOW CHART
## Affirmative Action Guidelines for Selection of Staff Personnel

**HOME DEPARTMENT**

1. Evaluates and ensures that qualifications and requirements are essential, and determines if current job description is applicable.

2. Refers to Personnel Policy PE-3 titled "Requisitions for Employment of Non-Academic Personnel" for proper documentation and signatures, then initiates a request to the Personnel Department with the "Request for Staff Employees Services" form.

↓

**PERSONNEL DEPARTMENT**

↓

**HOME DEPARTMENT**

1. Interviews and selects final candidate in accordance with the Selection Procedures for Staff Appointments and affirmative action goals for EEO.

2. The following documents for all applicants are returned to Personnel: Employment Application and the "Review, Control and Transmittal Report" and "Affirmative Action Recruitment Report" will be forwarded only for targeted classifications.* A start notification should be initiated for the applicant selected.

3. The following documents on all candidates for targeted classifications are copied and sent to Affirmative Action: "Review, Control and Transmittal Report" and the "Affirmative Action Recruitment Report."

↓ ↓

**PERSONNEL DEPARTMENT** | **AFFIRMATIVE ACTION OFFICE**

* Targeted Classifications are certain classified positions determined by the Personnel and Affirmative Action Offices respectively, to need special recruitment efforts for women and minority candidates. The Home Department will be advised when special affirmative action recruitment efforts are necessary.

## Interviewing

The employment interview provides an opportunity for the Personnel Office and the home department to meet selected applicants. The interview assists in the identification of the most suitable person to fill the vacant position. It also enables the prospective employee to acquire additional information about the position and the organization as a whole.

Interviews should be carefully planned and conducted in accordance with equal employment opportunity and affirmative action guidelines. It is recommended that interview questions be written prior to beginning the employment interviewing process, and that evaluations of the interviews be recorded as accurately and as completely as possible. Different questions may be asked of a particular candidate to clarify information furnished as long as the questions are non-discriminatory and job-related.

Basically, interviews should be centered around the job description. Interview questions should be related directly to stated job requirements. The following are examples of questions that are generally acceptable in interviewing:

1) What do you feel are your strongest abilities, and how would they relate to this position?

2) This position requires that you have the ablility to complete various work assignments including_____.
What skills do you have that qualify you for this job?

3) What do you feel would be your most valuable contribution to our operation?

4) Why do you want this position?

5) The person who fills this position will work the late shift, which is 4:00 - 11:00 p.m. Are you still interested in the job?

Questions which are not related to the job requirements may be considered discriminatory. Such questions touch upon issues relating to marital status, socio-economic status, race, national origin, religion, age, and handicap. The following questions are potentially discriminatory and should be avoided.

| Unacceptable Questions | Basis For Potential Discrimination |
|---|---|
| 1) Have you ever changed your name? For what reason? | Marital Status/ National Origin |

| | | |
|---|---|---|
| 2) | Are you married, single, divorced? How many children do you have? Are you pregnant? Do you plan to become pregnant? | Sex/Marital Status |
| 3) | How old are you? Can you offer proof of your age? | Age |
| 4) | Do you have any handicaps? (the employer may inquire physical or mental disabilities which would prevent the applicant from safely or successfully performing specific job duties? | Handicap |
| 5) | How tall are you? How much do you weigh? | Race/Sex |
| 6) | Do you own your own home? With whom do you live? | Sex/Marital Status/ Socio-economic Status |
| 7) | What is your spouse's occupation? | Sex/Marital Status/Socio-economic Status |
| 8) | What kind of credit rating do you have? | Race/Sex/Socio-economic Status |
| 9) | Where were you born? What is the birthplace of your closest relatives/father, mother, spouse, etc.? | National Origin |
| 10) | Have you ever been arrested? (The employer may ask about convictions related to particular job requirements.) | Race |
| 11) | List the names of relatives to be notified in case of emergency. (It is more appropriate to request the name of a person.) | National Origin |
| 12) | List all organizations to which you belong. (The employer may inquire about membership in professional organizations.) | Race |
| 13) | State your religious preference. | Religion |

| | |
|---|---|
| 14) What type of military discharge do you have? (The employer may inquire about service experience relevant to job duties.) | Race |

Since the purpose of the interview is to provide information for the prospective employee and employer, the interviewer should explain clearly during the interview any policies or requirements that may affect adversely the prospective employee. If a prospective employee will be required to adjust some deficiency in qualifications, this fact should be made clear at the time of the interview. Any special agreement, such as passing a certification examination, should be made part of the official interviewing record.

Finally, applicants have a right to know the basis on which the selection will be made. Interviewers should inform applicants that they will be notified of the result of the selection process and should indicate, at least approximately, when such notification will occur. The Personnel Office will be responsible for assuring that all applicants have been notified of interview results.

Records

It is important to maintain accurate and complete records during and after the search process for several reasons. First, applications acquired from recruitment efforts may be useful in filling other vacancies. Second, our records can aid in evaluating the search and selection process and perhaps lead to a refinement of our recruitment efforts. Third, the record may be used to show that all affirmative action regulations have been observed. Fourth, the EEOC requires employers to retain files accumulated from the search for a period of two years.

Items to be kept on file in the Personnel Office or Home Department regarding the selection process should include the following:

1) The job review notes if the job description is modified.

2) The approved job description.

3) The advertisements and a list of all media which carried them.

4) An explanation of the screening process.

5) The interview records.

6) Sex and race of applicants.

7) Disposition of applicants interviewed.

## Home Department

### Selection

Before making a formal offer of employment, the University Personnel Office should be consulted. The home department should review Personnel Policy PE-3 with regards to its area of responsibility in the employment process to ensure that University policy and affirmative action procedures have been conscientiously applied. Provided that the procedures have been followed properly and all applicants have been evaluated fairly on the basis of merit and job-related criteria, the department may then make the final selection.

The terms of employment must also be made in accordance with equal employment opportunity and affirmative action laws, such as the Equal Pay Act requiring employers to provide equal pay to men and women performing equal work.

The employer must ensure that all standards have been applied consistently to all applicants for a position and that the individual selected is the person qualified to fulfill the requirements specified in the job description.

After the hiring decision is made, the Review, Control and Transmittal Report will be forwarded to the Personnel Office in all cases and to the Affirmative Action Office on targeted classifications. The targeted classifications will also require the completion of an "Affirmative Action Recruitment Report" (Appendix E), which will be submitted to the Personnel and Affirmative Action Offices. Once these forms have been properly submitted, the placement of the new employee may be initiated.

Proper adherence to these guidelines will ensure affirmative action and equal opportunity in our selection process and will benefit all employees and prospective employees of Georgetown University.

# GEORGETOWN UNIVERSITY

## Affirmative Action Office
## CONFIDENTIAL APPLICANT FORM

**GENERAL POLICY: It is the policy of Georgetown University to provide equal opportunity in employment for all persons, and to prohibit discrimination in employment because of age, race, color, handicap, religion, sex, veteran status; and to promote the full realization of equal employment opportunity through a positive continuing result-oriented program of affirmative action throughout the University. Federal regulations require the University to maintain data on applicants by sex, race, handicap and veteran status. Therefore, we are requesting your cooperation in completing and returning the information solicited below. This information will not accompany your application for consideration by the Search Committee.**

### SECTION I—TO BE COMPLETED BY HIRING DEPARTMENT

A. NAME OF APPLICANT: 1 [ ] 27
Last First M.I.

B. POSITION APPLIED FOR: 28 [ ] 50

C. DEPARTMENT: 51 [ ] 69

D. POSITION TYPE: 70 [ ]
F = Faculty/Teaching
A = Non-Teaching Academic
R = Research

E. TENURE STATUS: 71 [ ]
T = Tenured
E = Not tenured, but eligible
N = Not on tenure track

### SECTION II—TO BE COMPLETED BY APPLICANT

A. HOW DID YOU LEARN OF THIS VACANCY? 72 [ ]
N = Newspapers/Chronicle of Higher Education
J = Professional Journal/Association
L = Contacts with other Institutions
G = Georgetown Referrals
A = Affirmative Action Publications/Job Bank Listing
O = Other

B. SEX: 73 [ ] M = Male F = Female

C. ETHNIC RACIAL SELF IDENTIFICATION: 74 [ ]
1 = Black, not of Hispanic Origin
2 = American Indian or Alaskan Native
3 = Asian or Pacific Islander
4 = Hispanic
5 = White, not of Hispanic Origin

D. VIETNAM VETERAN: 75 [ ] Y = Yes N = No

E. HANDICAPPED: 76 [ ] Y = Yes N = No F. FOREIGN NATIONAL 77 [ ] Y = Yes N = No

### SECTION III—TO BE COMPLETED BY THE OFFICE OF AFFIRMATIVE ACTION PROGRAMS

A. JOB GROUP NUMBER: 78 [ ][ ] 79

B. WAS APPLICANT INTERVIEWED? 80 [ ] Y = Yes N = No

C. FINAL DISPOSITION 81 [ ]
H = Hired
A = Application Held
R = Offer Refused
E = Not Hired

DEPARTMENT [ ][ ][ ][ ] 160 153 CLASS CODE [ ][ ][ ][ ]

12/85

*Interoffice Communication*

IOWA STATE UNIVERSITY
of Science and Technology

DATE May 12, 1989

TO Library Staff

FROM Kathy A. Parsons KAP
Chair, Library Affirmative Action Committee

Last month Bill Black and I gave a presentation on Equal Employment Opportunity/Affirmative Action laws and guidelines, the Library's Affirmative Action Committee, and the Library's current procedures for EEO/AA. During this program it was mentioned that the Library Staff are unsure of what types of questions may be asked and which ones should not be asked during the interview. On the Reference Career Table near the Reference Desk, there is a serial entitled Career Opportunity Update. This title frequently has articles on appropriate and inappropriate questions to be asked during the interviewing process. Also I have enclosed examples of questions that have been used in past interviews for faculty positions and examples of discriminatory hiring, advertising, and questions.

If anyone has further questions about EEO/AA, please contact me or any member of the Library Affirmative Action Committee (Jeanne Boydston, Jim Cole, Marilyn Moody, Tracy Russell, and Denise Schowalter) or Bill Black.

KAP/km
Enclosures

**Questions for the Candidate:**

What is the role of the professional librarian in an academic library?

What are your career goals and how does this position fit into your professional planning?

What does this position and this library offer you professionally? What do you have to offer this position and this library?

What aspects of your education and experience do you see as especially relevant to the position as it has been described you you?

What would be the most challenging aspect of this position?

What do you consider to be the strongest qualities you could bring to this position? the weakest?

What do you enjoy most and like least about being a librarian?

Describe your professional or scholarly research interests.

With the changing role of librarians in the academic community, librarians are now under pressure to demonstrate continued intellectual and professional growth through research, scholarship, community service, and involvement in professional and scholarly societies. What do you see as your professional responsibility in relation to this fact?

Under what type of management structure do you flourish?

In what environment do you work best? What degree of work supervision, direction and evaluation do you prefer?

What do you feel is important in developing successful relationships between professionals and merit staff?

How do you view your role as a supervisor? What are the qualities a good supervisor should have?

How many people have you supervised at one time? What did they do? How do you feel they responded to your leadership-direction? How would you view the supervisor/supervisee relationship?

What do you find most difficult in supervising other people?

What do you see is the role of the clerical or paraprofessional staff?

Give examples of types of patrons (difficult, foreign students, easy). How do you handle these patrons? Do you expect your staff to deal with patrons who are abusive, etc? How would you treat patrons who consistently abuse the services? (Not returning materials, submitting large numbers of requests at once or providing incomplete or inaccurate information.)

How do you feel about doing routine and detailed work on a daily basis?

How do you feel about constant interruptions, continuous workflow and overcrowded conditions?

Examples of discriminatory hiring:

1. Not hiring a person because of the preference of co-workers, clients, or customers.
2. Not hiring a woman/man because the job has been traditionally held by men/women.
3. Not hiring a woman/man because the job requires supervision over men/women.
4. Not hiring a younger person because the job requires supervision over older people.
5. Not hiring a woman because the job involves late-night hours, travel, or heavy physical labor. (Any person is entitled to choose for him/herself whether he/she wished to take job with these types of requirements; the employer cannot automatically assume a person could not or would not take such a job.)
6. Hiring only women for some jobs and only men for others.
7. Not hiring a woman because she has children. (Because it not work-related, inquiries into her use of birth control methods, her child-care arrangements or her family plans are illegal.)
8. Not hiring a woman because of her husband's position, status, salary, or residence.
9. Not hiring a person because of his/her marital status or personal life-style.
10. Not hiring a person because of other requirements which are not job-related. (If a person applying for a janitor's job does not have a college degree that other candidates may have, you will have to justify not hiring him/her for the job on the basis of work-related criteria, because the college degree is not relevant to the job's requirements.)
11. Not hiring a person because of his/her race, national origin, or religion.
12. Not hiring a person with little or no English if this is not an important job requirement. (English language classes may be arranged with or without employer assistance, after employment.)
13. Not hiring a person because of the length or style of hair, dress, or other aspects of appearance.

Examples of discriminatory advertising:

1. Wording the job announcement in such a manner that certain candidates are excluded. (e.g. "Secretary I: She must be able to type 50 wpm and to take dictation." This discourages men from applying.)

2. Selectively advertising the position in areas unlikely to include minorities or women.

Examples of discriminatory interview questions:

1. Asking a person what his/her spouse does for a living, or where he/she works.

2. Asking an applicant how long his/her spouse will be in school or employed here. (It would be appropriate to ask how long he/she will be available to work.

3. Asking an applicant what his/her spouse thinks of his/her applying for this job.

4. Asking a person if he/she minds that the co-workers or customers may resent his/her age/race/sex.

5. Asking a person if he/she plans to get married.

6. Asking a woman her maiden name. (It would be appropriate, however, to ask an applicant if he/she had ever worked under another name, in order to gather references.)

7. Asking a person how soon he/she intends to have a family, or how many children there are already.

8. Asking a person how the children will be cared for once he/she is hired.

9. Asking a person if he/she has any emotional trauma remaining from his/her divorce.

10. Asking a person where he/she plans to live. (It would be appropriate to ask if the applicant anticipates any problems getting to work on time, on stormy days, etc. Sometimes commuters are improperly encouraged to move into town.)

11. Asking a person if he/she thinks he/she can handle the work load at his/her age. Asking a woman if she can handle the work load in her "condition."

12. Asking a person if he/she would resent taking a position of lower classification than that for which he/she is qualified if he/she is applying for the lower classification. (Before applying, he/she made the decision as to whether this was a desirable job. It is not the interviewer's place to assume the applicant would not like the job.)

13. Asking about a person's credit rating, charge accounts, home or car ownership unless "business necessity" for this information can be shown.

14. Asking if friends or relatives work for the institution. (This may reflect a preference for friends and relatives of employees, reducing opportunity for women or minorities.)

15. Asking about a person's arrest and conviction records unless a "business necessity" for this policy can be justified. (It would be appropriate to ask if the applicant had ever been convicted of a felony. If so, the interviewer could ask the nature of the conviction, and rightfully reject the applicant if the conviction was for a job-related crime.)

16. Asking a person what he/she does in his/her spare time. (It would be appropriate to ask if the applicant has any hobbies that would relate to the job.)

17. Asking whether a person smokes or drinks. (If there is a policy of no smoking on the job, the interviewer should state this during the interview.)

18. Asking about a person's religion. (If the job requires weekend hours, the interviewer should state this. The applicant must decide if his/her religious observance or practice will be unduly compromised.)

19. Asking what an applicant's parents do for a living, or how much education they have completed.

20. Asking a person his/her age. (This question can and should be asked if an applicant appears to be under 18 or over 65.)

21. Asking an applicant his/her national origin or place of birth, if if is felt this individual is from outside the U. S. (It is appropriate to ask about U. S. citizenship only. If the applicant is not a U. S. citizen, it is appropriate to ask about visa status since the employer is held liable for legal employability. Aliens must show required documentation, "green card," in order to legally work in the U. S.)

UNIVERSITY OF MINNESOTA
Office of Equal Opportunity and Affirmative Action
(1/90)

# *BUILDING CULTURAL BRIDGES*

## OVERVIEW

**Part I**

**GOALS:** For participants to have a slightly better understanding of EEO laws and concepts; For participants to begin to question whether what each hears about affirmative action is myth or real; For participants to recognize how cultural assumptions affect their decision making.

### EEO CONCEPTS TEST

A 15 minute self-scoring test used as a "break-the-ice" exercise designed to get participants involved in the training. Asks 12 questions about various topics in EEO law.

### EEO CASE STUDY

Small group exercise using the case study method to examine issues of discrimination and reporting the group's decision. Covers the three theories of discrimination with examples for each.

### MYTHS AND REALITIES OF AFFIRMATIVE ACTION

Slide presentation which reviews the concepts of best qualified, lowering standards, quotas, preferential treatment and reverse discrimination.

### MANAGING DIFFERENCES

A 30 minute film about managing diversity in the workplace. Topics include membership in the club, the glass ceiling, stereotypes and assumptions, and cultural differences.

Small group exercise to have a focused discussion on the implications of the video for the participants' respective workplace.

## PART II

**GOALS:** To provide a means by which each participant will be able to examine his/her closest held beliefs about diverse groups; To provide a non-threatening environment in which to discuss differences; To expose each participant to the personal journey each of us must take in order to begin to value diversity.

### HOW WE GOT WHERE WE ARE

A 30 minute video "A Class Divided" regarding the classification, processing, and reinforcement of stereotypical ideas.

### GROUP ASSIGNMENTS

A small group project to identify four stereotypes each for several groups and to determine which are the most important ones to eliminate in order to begin to value diversity.

### COMMUNICATING ACROSS CULTURES

A 30 minute video "Communicating Across Cultures" which depicts 12 vingettes on problems encountered when attempting to communicate across cultures.

### GROUP PROJECT

Each group will have a different assignment around a central theme of identifying barriers to effective communications across cultures.

### THREE STEPS TO DIVERSITY

A brief discussion on the personal journey each of us must take in order to begin to build cultural bridges.

### THE PERSONAL CONTRACT

Each participant develops a personal contract to enhance diversity in some way.

## EQUAL OPPORTUNITY STATEMENT

LONG FORM (for use in college bulletins, employee handbooks, application forms)

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation. In adhering to this policy, the University abides by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by Executive Order 11246, as amended; 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Patricia A. Mullen, Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 100 Church Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, (612) 624-9547, or to the Director of the Office of Civil Rights, Department of Education, Washington, D. C. 20202, or to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, Washington, D.C. 20210.

MEDIUM FORM (this form is recommended for most other publications)

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

SHORT FORM (for use on posters and in cases of severe space limitations)

The University of Minnesota is an equal opportunity educator and employer.

## EMPLOYMENT ADVERTISING

ACADEMIC (Non-student)

The University of Minnesota is an equal opportunity educator and employer and specifically invites and encourages applications from women and minorities.

ALL OTHER POSITIONS

The University of Minnesota is an equal opportunity educator and employer.

University of Minnesota
UNIVERSITY LIBRARIES - TWIN CITIES

Position Announcement

Assistant to the Libraries Personnel Officer

The University of Minnesota - Twin Cities Campus Libraries is seeking applicants for the position of Assistant to the Libraries Personnel Officer. The University Libraries employs 320 individuals and operates within the University's Civil Service, Academic/Professional and Faculty personnel systems. The primary responsibilities of this position include: 1) developing and managing the Libraries' training and development program, 2) developing and maintaining the Libraries' automated personnel system, 3) monitoring and reviewing the Libraries' application of the University Civil Service employment classification system and 4) working with the Libraries Personnel Officer in providing employee relations assistance and information to Library staff.

REQUIRED QUALIFICATIONS: B.A. or B.S. degree and two full years of professional personnel experience, including involvement in employee training/development and familiarity with the use of computers for database management and spreadsheet analysis. Must also have excellent written and oral communication skills and a demonstrated ability to work sehsitively with diverse groups. DESIRED: coursework in personnel management, evidence of a commitment to equal employment opportunity/affirmative action, and skills in employee relations.

This is a full-time, twelve month position in the professional and academic administrative series, and is annually renewable depending upon funding. Minimum salary of $26,000, depending upon qualifications. The position is available immediately.

To apply for this position, please send a current resume and a letter of application which identifies relevant education, experience and accomplishments, together with the names and addresses of three references to:

Donald G. Kelsey, Chair of Search, University Libraries Personnel Office, University of Minnesota, 453 Wilson Library, 309 - 19th Avenue South, Minneapolis, MN 55455.

Applications must be postmarked by: Friday, February 12, 1988.

Cite UL 164 on all correspondence.

The University of Minnesota is an equal opportunity educator and employer and specifically invites and encourages applications from women and minorities.

12/31/87

In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women or men, members of visible minorities, aboriginal peoples and persons with disabilities.

**POSITION OPEN**

**POSITION:** **LAW REFERENCE LIBRARIAN**

**DEPARTMENT:** Faculty of Law Library

**DATE REQUIRED:** As soon as possible

**QUALIFICATIONS:** Applicants will be graduates of an accredited library school. An LL.B. degree is also desirable.

Although in the beginning stages of a career in law librarianship, the successful candidate will possess sound knowledge of legal concepts and research methods. Energy, initiative, a commitment to public services work and the ability to work effectively with students, staff, faculty and members of the legal profession are essential.

**RESPONSIBILITIES:** Reporting to the Head, Public Services Department, the librarian will provide a full range of reference services: answer reference questions using hard copy and online sources of information, provide interlibrary loan services, perform bibliographic instruction and take on reference projects.

**RANK AND SALARY:**

| | |
|---|---|
| Librarian I | $27,500 |
| Librarian II | $30,100 - $36,400 |

**NOTE:** **This position will be filled as a one-year contract, renewable as funding permits.**

Applications for this position should be sent to Lisa Raftis, Manager, Personnel Services by **January 31, 1990.**

**THIS IS A SMOKE FREE WORKPLACE**

Send letter of application, resume, and list of three professional references to:

John W. Tanno
Associate University Librarian
University of California
P.O. Box 5900
Riverside, CA 92517

**OPEN UNTIL FILLED - SCREENING WILL BEGIN OCTOBER 8, 1989**

**BENEFITS:** Librarians are academic appointees. Vacation accrues at the rate of two days per month, sick leave at the rate of one day per month. The University has a variety of group health and life insurance plans, as well as a University retirement system.

**THE LIBRARY:** The University Library, a member of the Association of Research Libraries, has five physical locations: Rivera Library, serving the humanities and social sciences; the Bio-Agricultural Library; the Physical Sciences Library; the Music Library; and the Media Library. The combined collections total more than 1,400,000 volumes. The Library and its staff of 36 librarians and other professionals and 100 support staff serve 8,100 undergraduate and graduate students, 25 Ph.D. programs, and regional networks of academic, public, and special libraries within the Inland Empire. The Eighteenth-Century Short-Title Catalogue for North America is also located at UCR and a Center for Bibliographic Studies is under development.

**THE CAMPUS:** The University of California, Riverside is one of nine campuses in the University of California system. The combined collections of all nine campuses total more than 20 million volumes. Located just 60 miles east of Los Angeles in a community of 199,000, the 1200-acre campus is within easy reach of most of the major cultural and recreational activities of southern California.

**THE REGION:** The campus is located in California's "Inland Empire," the fastest-growing region in the country, with a rapid influx of population and commerce from the State, the U.S., and the Pacific Rim areas. The campus is expected to triple in size by the end of the century.

In compliance with the Immigration Reform and Control Act of 1986, all persons hired after November 6, 1986 will be required to show proof of their identity and right to work in the United States.

In accordance with applicable State and Federal laws and University policy, the University of California does not discriminate in any of its policies, procedures, or practices on the basis of race, color, national origin, religion, sex, sexual orientation, handicap, age, veterans status, medical condition (as defined in Section 12926 of the California Government Code), ancestry, or marital status; nor does the University discriminate on the basis of citizenship, within the limits imposed by law or University policy.

In conformance with applicable law and University policy, the University of California is an affirmative action/equal opportunity employer.

Qualified candidates who can contribute to the cultural, ethnic, and racial diversity of the campus are encouraged to apply.

Inquiries regarding the University's equal opportunity policies may be directed to: Peggy Kerley, Affirmative Action Office, (714) 787-5604.

PLEASE POST OR
CIRCULATE

UNIVERSITY OF CALIFORNIA
The Library at Berkeley

Professional Position Available at Berkeley

**LIBRARIAN FOR ROMANCE LANGUAGE COLLECTIONS**
**Collection Development and Reference Services Department**

Assistant or Associate Librarian
$27,360-36,732 per annum hiring range*

The Collection Development and Reference Services Department is responsible for the development of Main Library collections in the humanities, social sciences, and broad interdisciplinary aspects of the sciences to support Berkeley academic programs; and for the provision of reference and instructional services to users of those collections. The Department operates the Library's General Reference Service and the Information Desk, as well as the South/Southeast Asia Library Service, the Art History/Classics Library Service, the Humanities Graduate Service, and the Morrison Library browsing collection. Staff includes 18 librarians, 8 career support staff, and student assistants. Librarians are expected to contribute to General Library and University service through committees and other means, and are encouraged to be active within the profession and to pursue independent scholarly interests.

**RESPONSIBILITIES:** The Librarian develops and manages Romance language collections (excluding Latin America and Africa) of the Main Library. These consist of materials in the humanities and social sciences published in France, Spain, Portugal and Italy; French imprints from Belgium and Canada and French or Italian imprints from Switzerland. Excluded are art, architecture, music, psychology, law, and government documents, and Latin American publications. S/he manages the French, Italian, and Spanish and Portuguese funds for books and serials which in 1989/90 exceed $190,000, and acts as library liaison for Catalan Studies program and Iberian Studies program.

The Librarian selects current and retrospective materials to be acquired by purchase, gift or exchange; evaluates collections; weeds for storage or discard; identifies works needing preservation, etc. S/he maintains close cooperation with the faculty liaisons of the French, Italian and Spanish-Portuguese departments in book selection and other areas, developing effective working relationships with interested faculty in other humanities and social sciences departments including the Western European Studies Center, and with book dealers and publishers in the appropriate countries. S/he works closely with the Acquisition Department which provides support staff for the acquisition process.

The Librarian provides reference service and bibliographic assistance to users of the French, Italian and Spanish-Portuguese collections; assists students and faculty through individual consultations, library-use instruction, tours, compilation of guides and bibliographies, or other special services; serves the broader library clientele through regular assigned hours at the Reference Desk. Some weekend and night work at the Reference Desk is required.

In addition, the Librarian serves the Library and the University by committee work and other means, and participates in the writing of grant proposals and in other fundraising activities. Depending upon qualifications and other factors, the person selected may also be assigned the role of Classics Librarian.

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**--continued on reverse**

**LIBRARIAN FOR ROMANCE LANGUAGE COLLECTIONS**
**Collection Development and Reference Services Department**

**QUALIFICATIONS:** MLS from an ALA accredited library school or equivalent is required. The position requires fluent reading and speaking knowledge of French and Spanish and good reading knowledge of Italian as well as substantial graduate work in French, Spanish or Italian Literature and culture. Advanced degree in French and familiarity with Greek and/or Latin classical literature and scholarship are desirable. Also preferred are a broad knowledge of French, Italian and Iberian culture, history, social patterns, academic organization, scholarly institutions, publishing and the book trade; and interest in and understanding of current developments in research libraries, especially systems of bibliographic organization and access and applications of modern technologies to support reference, instruction and research activities. Familiarity with computerized literature searching is desirable. The Library seeks an individual who is willing to participate in innovative approaches to the collections and service needs of The Library's clientele. Previous relevant experience in an academic library, a pleasant approachable manner, the ability to communicate effectively in speech and writing, and ability to work independently and collegially will enhance the candidate's qualifications. The Librarian must be available for night and weekend work as the department's schedule requires.

The Library is committed to the support and encouragement of a multicultural environment and seeks candidates who can make positive contributions in a context of ethnic and cultural diversity

Librarians at the University of California are represented by an exclusive bargaining agent, the American Federation of Teachers (AFT). This position is included in the bargaining unit.

*Rank and salary will be based on the qualifications of the candidate selected to fill the position.

**CLOSING DATE FOR APPLICATIONS: April 2, 1990.**

APPLICANTS SHOULD APPLY IN WRITING, INCLUDING WITH THEIR LETTER, A COMPLETE STATEMENT OF QUALIFICATIONS, A FULL RESUME OF THEIR EDUCATION AND RELEVANT EXPERIENCE, AND THE NAMES AND ADDRESSES OF THREE REFERENCES WHO ARE KNOWLEDGEABLE ABOUT THEIR QUALIFICATIONS FOR THIS POSITION.

Send applications to:

Janice H. Burrows
Director for Library Human Resources
447 The Library
University of California
Berkeley, CA 94720

**The University of California**
**is an**
**Equal Opportunity, Affirmative Action Employer**

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